



The Nation's Schools

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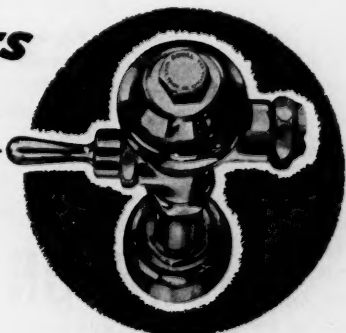
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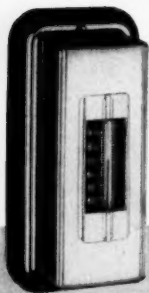
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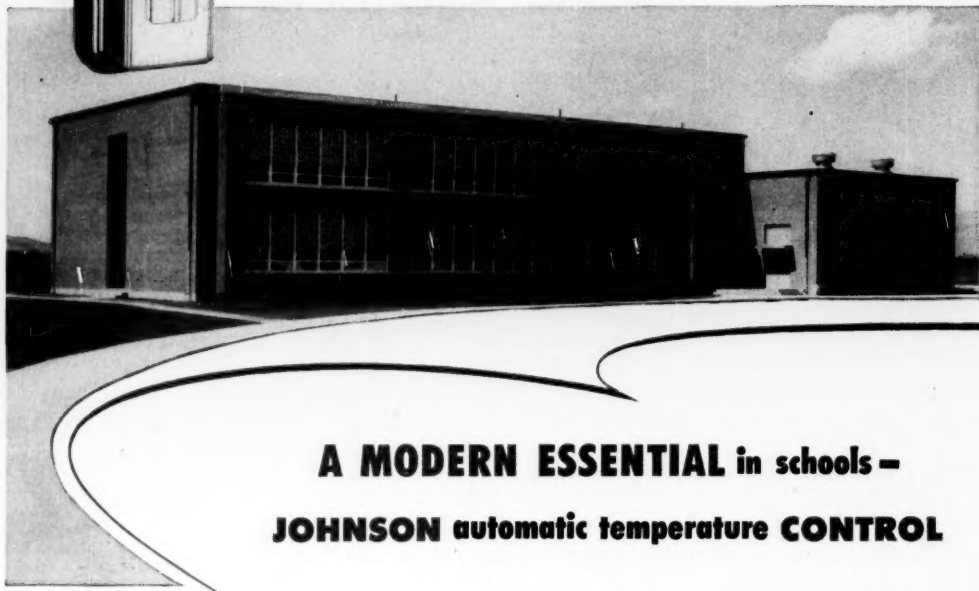
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The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

SEPTEMBER 1951

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AMONG THE AUTHORS



P. A. Hedlund

A study of the working and living conditions that are most likely to make teachers unhappy is reported on page 40 by PAUL A. HEDLUND and FOSTER S. BROWN. Dr. Hedlund has been an associate in educational research for the New York State Education Department since 1947. Previously he was a social studies and journalism teacher at Rushford, Minn., and Peekskill, N.Y. He is the author of two handbooks for lay participation in educational planning, published by the University of the State of New York. They are entitled "Teachers for Today's Schools" and "Room To Learn." His hobbies are photography and gardening. . . . Dr. Brown was recently appointed dean of the State University Teachers College at Cortland, N.Y. Previously he was principal of Coeymans Union School at Coeymans, N.Y.; supervising principal of Roeliff Jansen Central School at Hillsdale, N.Y., and supervising principal of Ramapo Central Schools, at Suffern, N.Y. Dr. Brown is a former president of the New York State Public High School Athletic Association and of the New York State High School Athletic Protection Plan. He also is a member of the executive committee of the New York State Secondary School Principals Association. For recreation, Dr. Brown turns to hunting and camping.



F. S. Brown



F. M. Raubinger

FREDERICK M. RAUBINGER, superintendent of schools at Ridgewood, N.J., and the Ridgewood teachers have been on first-name terms with the parents of many of their pupils since the Home and School Association began putting on its annual shows (p. 60). He has been at Ridgewood since 1946; previously he taught in the junior and senior high schools at Springfield, Mo.; was a teacher and vice principal at Montclair, N.J., and was supervising principal of the Passaic Valley Regional High School District, also in New Jersey. He is a past president of the New Jersey Council of Education.

Music instruction is needed by junior high school pupils as well as by elementary school children, says VIRGIL E. STRICKLAND (p. 43). Dr. Strickland went to Florida

State University in 1942 as an instructor of elementary education and critic teacher. From 1948 to 1950 he was director of the university's demonstration school. At the present time he is associate professor of education at the university and acting supervisor of secondary schools for Leon County, Florida. Before going to the university, he was a teacher and coach at Woodville, Fla.; principal of the junior high and elementary schools at Chaires, Fla., and instructor in education and core curriculum chairman of the junior high school at the University of Florida. During World War II Dr. Strickland served as a lieutenant, junior grade, in the navy in the Pacific Theater. As commander of a rocket ship he participated in the invasions of Iwo Jima, Leyte Gulf, and Okinawa.

M. McCABE DAY predicts that anyone who writes the director of a school's low-power FM radio station for information will be deluged with it and swamped with enthusiasm. On page 80 he gives information about Station WVSH at Huntington, Ind. Mr. Day was a member of the Huntington High School faculty from 1921 until 1946, when he was named director of the Huntington schools' audio-visual center. The radio station is one of the activities now under his direction. Mr. Day is a charter member and 1950-51 president of the Audio-Visual Instruction Directors of Indiana. For more than 20 years he has taught a Sunday School class for married persons; he also plays the pipe organ for his church. In his leisure time he enjoys taking photographs and writing feature articles for newspapers.



M. McCabe Day



F. E. Allen

During the 20 years FRANK E. ALLEN has been superintendent of schools at South Bend, Ind., the schools have tried several plans for helping teachers gain in-service training. But the most effective, thinks Mr. Allen, is the preschool workshop described on page 45. All of Mr. Allen's experience in the school field has been in Indiana—he formerly was a teacher in the Randolph County consolidated schools; teacher and principal at Greencastle, and high school principal and later superintendent at Muncie. Since 1941 he has been a trustee of Indiana University, the university from which he received his A.B. and M.A. degrees. Among Mr. Allen's nonschool interests are reading, travel and athletics.



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Roving Reporter

Freshmen Earn \$170 for CARE Packages . . . Elementary School Children "Publish"

Anthology of Their Poetry . . . 10 Per Cent of City's Population Enrolls in

Night School . . . Students Develop Healthy Mental Attitude Toward Illness

BY LOADING CATTLE, by baby sitting, by running errands, members of the freshman social studies classes at Griffith Institute and Central School at Springville, N.Y., earned money to send CARE packages overseas.

Each of the 115 students used his own ingenuity in planning ways to raise money during the 10 days set aside by the classes as CARE days. The packages were sent to Austria, Germany, Italy, Poland, Norway, France, Bulgaria and Rumania. The boys and girls have received many letters of thanks.

One Norwegian woman wrote: "The first thing I cooked from your package was rice pudding, which we haven't had for nine years. Our two children, 8 and 4 years old, ate the raisins up right away. When we re-



ceived your wonderful gift both my husband and I cried."

One package long awaited by ragged and hungry school children in Austria was, through an unavoidable mistake, misssent to a school in Germany. When they were told of the mistake, the Springville students donated three additional boxes for the Austrian children, to avoid disappointing them. This brought the total amount raised by the freshman social studies classes to \$170.

POETRY WRITTEN by classes and individual children in the elementary school at Dansville, N.Y., has been published in an attractively bound and illustrated anthology. Every room submitted material.

A sixth-grader suggested the title, "Merry-Go-Round," which is explained in an original poem which appears on the title page:

*Up and down and round and round
Go my thoughts like the merry-go-round.*

*It doesn't matter how deep from
the heart*

*Like the horses they always come
back where they start.*

The teachers hope the youngsters will enjoy and keep their copies of the book and that it will stimulate further creative efforts.

High school business students typed and arranged the material, prepared stencils, and duplicated the poems.

ABOUT 2500 PERSONS, or 10 per cent of the city's population, were enrolled in night school courses at Richland, Wash., last year.

Among the adult education courses offered were: job improvement or training, hobby courses (including flytieg), homemaking, discussion groups, needlework, crafts, home carpentry, millinery, landscaping, high school academic courses, typing and shorthand. Only 10 per cent of the instructors are public school teachers; the others are some of the highly skilled technical and professional workers who have come to the city because of the atomic energy project.

Richland's adult education director, W. G. Allan, thinks that the explanation of residents' unusual interest in education is that they are young—the average age is a little over 32—and when they are interested in something will carry it out. The schools' policy is one of coordination, rather than

direction. The administration considers that its job is to bring together people with a common interest who will develop classes out of that common interest.

THE DEVELOPMENT of a healthy mental attitude toward home illness is stressed in the home nursing unit of the family health course at Farrington High School in the Territory of Hawaii. Faculty members believe that the home nurse's mental attitude may be as important to a patient's recovery as the required physical care is.

The unit is planned to help students develop the ability to aid during an emergency in their homes in a sym-



pathetic and calm manner. Problems concerning the care of the sick, communicable diseases, minor ailments, and accidents are considered.

Students learn simple nursing procedures, such as taking the temperature and pulse, changing the bed linen with and without the patient in bed, giving a bed bath, preparing attractive meals, and filling hot water bottles.

THE P.T.A. at South Glen Falls, N.Y., thinks one of its most successful public relations programs was a seven-week study course in mental hygiene for parents and teachers. The classes were taught by a psychiatrist; motion pictures were shown and discussed. The course helped parents and teachers discover that they have similar problems.

HOME FREEZER

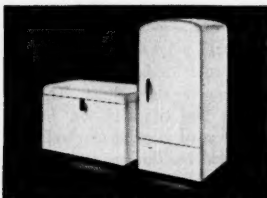
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For further information about the Electric Home Freezer as it applies to your school, consult your local electric service company or appliance sales organization—or write to any of the manufacturers whose brand names are listed below.



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of South Dakota State College,
Brookings, South Dakota, says:

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Questions and Answers

Jealousy Among Teachers

Is there a way to minimize jealousy among teachers? Some on my staff are jealous of others' progress.

We are all human, and it is normal to be jealous. Under proper working conditions and with cooperative relationships, jealousy can be reduced to a negligible factor, in part through the following steps:

1. Set up policies on a cooperative basis, with representatives of the teaching corps sharing in determining policies as they impinge upon teachers.

2. Make clear the policies governing employment and promotion.

3. Keep all phases of administration and supervision on a strictly objective basis, which begets trust and confidence.

4. Establish the fewest possible regulations, thus allowing for free play of the sense of autonomy and the exercise of initiative among co-workers.

5. Respect the integrity of every individual and appreciate the dignity and uniqueness of each personality. This attitude tends to become "catching" in a school system when practiced by those in authority.

6. Discourage patterns of jealousy by working as a democratic group in which administrators and classroom teachers are free to evaluate one another, make constructive suggestions, and put the busybody or the emotionally unstable in a position to get help with personality adjustment.

An old Chinese proverb states: "Not the cry, but the flight of the wild duck leads the flock to fly and to follow."—VIRGIL M. ROGERS, *superintendent of schools, Battle Creek, Mich.*

Cost of Football Equipment

What will it cost to equip an 11 man football squad? We're thinking of starting football for the first time.

The cost of equipping an 11 man football squad will depend upon the quality of material to be purchased and number of players to be outfitted. It is a mistake to be too economical in connection with costs of personal items because safety of players usually will have to be sacrificed. Especially is this

Per-Man Cost of Outfitting a Football Squad

ITEMS	MINIMUM	MEDIUM	MAXIMUM
Helmets (each).....	\$ 10.00	\$ 14.00	\$ 15.00
Shoulder pads (each).....	7.50	10.00	16.00
Hip pads (each).....	6.00	8.50	12.00
Pants (pair).....	4.50	10.00	19.00
Jerseys (each numbered).....	3.00	6.00	10.00
Thigh guards (pair).....	2.00	3.00	4.00
Knee pads (pair).....	1.50	3.00	4.50
Shoes (pair).....	9.00	14.00	16.00
Sox (pair).....	1.50	2.00	3.00
Sweat sox (pair).....	0.50	0.65	0.80
T-Shirts (each).....	0.75	1.00	1.50
TOTALS:			
Per man.....	\$ 46.25	\$ 72.15	\$ 101.80
For 20 man squad.....	\$ 925.00	\$1,443.00	\$2,036.00
For 25 man squad.....	\$1,156.25	\$1,803.75	\$2,545.00

true in the purchase of helmets and shoulder, hip, thigh and knee pads, as well as shoes. Roughly, on the basis of present-day quotations, the minimum cost of outfitting a squad of 20 men would be approximately \$1000, for fairly acceptable equipment. Such practice and game items as half a dozen footballs, one tackling dummy, yard markers, box and chain, goal posts, training and first-aid supplies would cost an additional \$150 to \$200.

A three-scale cost analysis of minimum personal equipment has been prepared for the aid of schools "starting from scratch" in outfitting a football squad. It indicates approximate "per item" costs as well as totals for 20 and 25 men squads on three levels.—CHARLES E. FORSYTHE, *state director of athletics, Michigan High School Athletic Association, Lansing.*

Combination Grades

Do you know of some successful procedures for handling combination grades? We shall have to set up a room for both first and second grades. How should the pupils be selected? How should reading groups and classes, such as science and arithmetic, be organized?

What usually is done in handling combination grades is to select the pupils on several bases rather than just one basis so that the group will have a considerable spread in ability, interest and background. Then the teacher organizes the class into three subgroups for instructional purposes.

The old method of homogeneous grouping as a means of selecting pupils for the combination grades has been abandoned generally.—LESLIE L. CHISHOLM, *professor of school administration, University of Nebraska.*

Organizing Programs

What are schools in small communities doing to organize their programs so that energies of teachers and pupils are not exhausted by a heavy load of extracurricular evening events?

Three suggestions are being offered in response to this big and all-inclusive question. First, the teachers should give sufficient time for group discussions of the most worth-while things that the school in the given community should and could be doing, including both the curricular and the extracurricular activities of the school. This would involve due consideration for the small number of teachers available, as well as school building and equipment limitations. On the basis of this work a well planned, coordinated or balanced over-all program for the education of the children and youth of the community should evolve. This would eliminate most if not all of the "dead wood" yet time consuming things in the work of the school. Parents, the board of education, and pupils should participate in a full-fledged way in this planning.

Two of the most basic approaches are: (1) the possible reorganization of the given school district and the

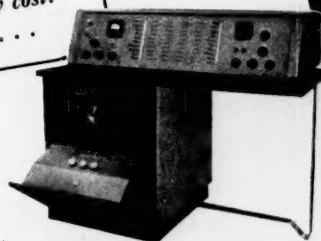
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surrounding districts into a more effective school district, and (2) an adequate program of state and local school finance, so that properly organized school districts may employ enough teachers to do the things that the schools should do today without placing an unreasonable load on the teachers.—LESLIE L. CHISHOLM, professor of school administration, University of Nebraska.

Using School Basements

When, if ever, is it practical to use basements for classrooms, workshops or laboratories?

With the continued demand for more and more classrooms, many makeshift means are being employed to house the children. Basement rooms should, if possible, be used only for floating classes, library, shop or similar activities, rather than for continued occupancy by one group.

Basement rooms to be considered for school use should conform to health and safety measures. They should be dry, warm, ventilated and well lighted. A ceiling height of 10 feet is desirable, and the room should have a number of outside windows in operating order. Cement floors should be covered with asphalt tile or wood. Artificial lighting should be of a good quality to supplement the inadequate natural lighting. Conduits can be run exposed on ceilings. Painting and decorating are most important.—THOMAS J. HIGGINS, director, building surveys, Chicago public schools.

Confidential School Problems

What is the best method of discussing confidential school problems democratically with teachers so as to ensure that they will not discuss them prematurely and undiplomatically with the public?

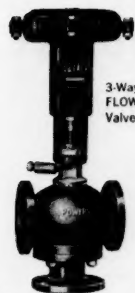
When a school administrator and his staff really reach the highest professional ideals, which imply mutual trust, confidence, understanding and professional obligation, there is no great danger that confidences on either side will be violated.

Saturate, therefore, the garden of fellowship and friendship with understanding; plant mutually a code of ethics; fertilize it freely with a sense of professional responsibility, and nurture the tender growth with pride and patience.—FREDERICK J. MOFFITT, executive assistant to the commissioner, New York State Education Department.

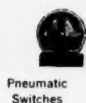
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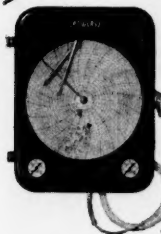


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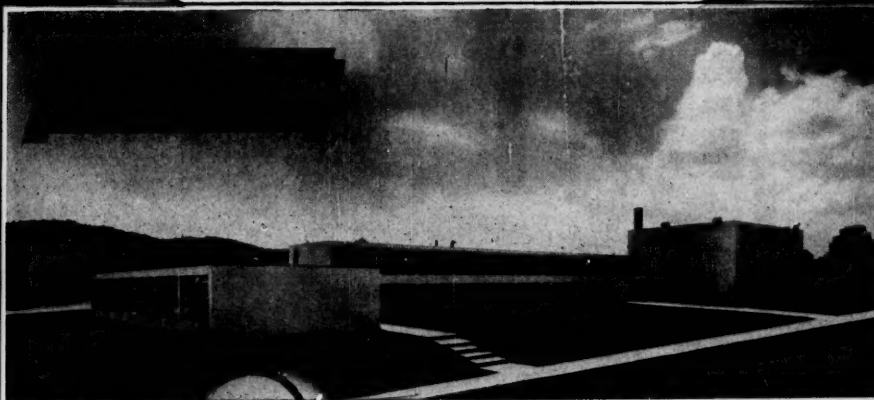
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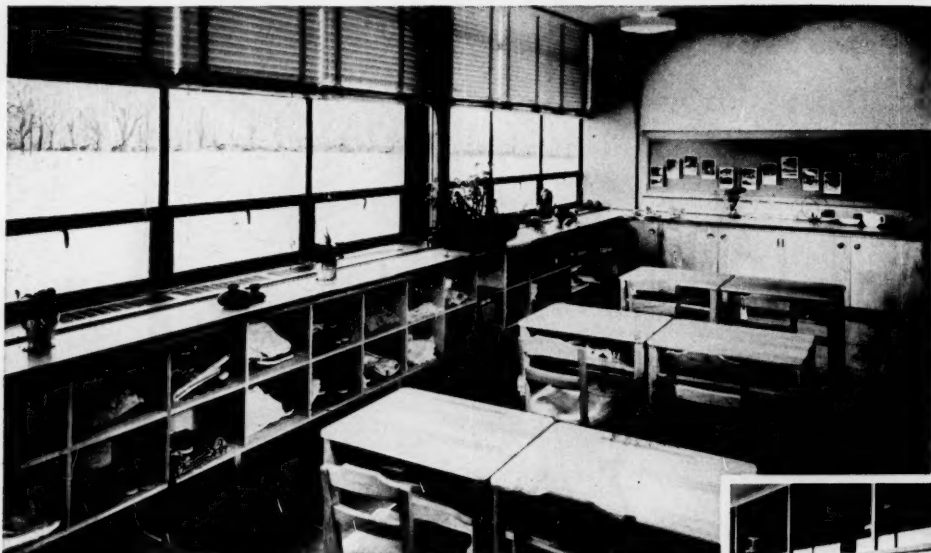


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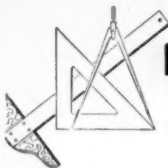
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Check these practical ideas from the new Greenville School in Searsdale, N. Y.

Why are school architects making more and more use of Weldwood Plywood?

This Searsdale school, designed by Moore & Hutchins, tells part, yet not all, of the story.

These architects selected Weldwood hardwoods for closets and cabinets. In this way, they created furniture which is "tops" in carefree service and also extremely attractive in appearance.

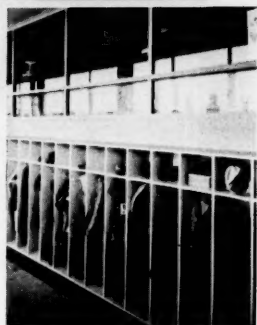
Built-ins are but one of the ways in which this genuine wood paneling is being used in school construction and remodeling.

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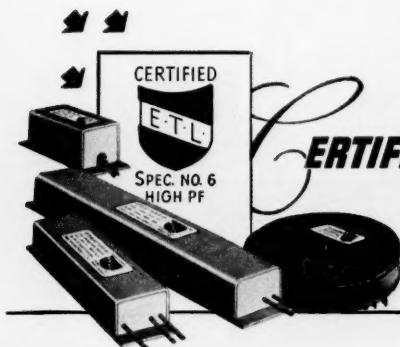
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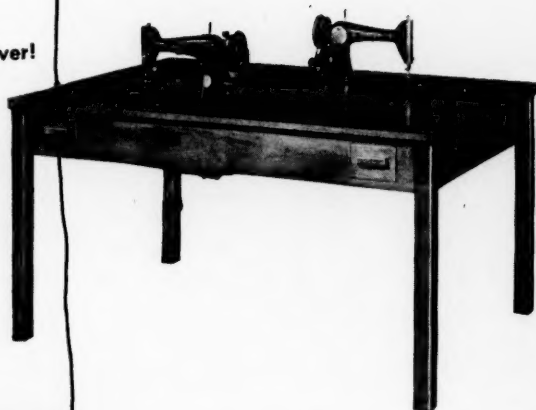
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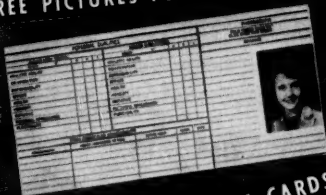
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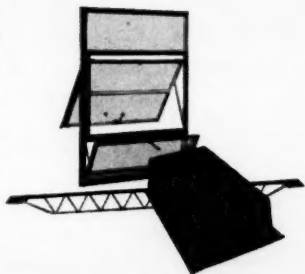
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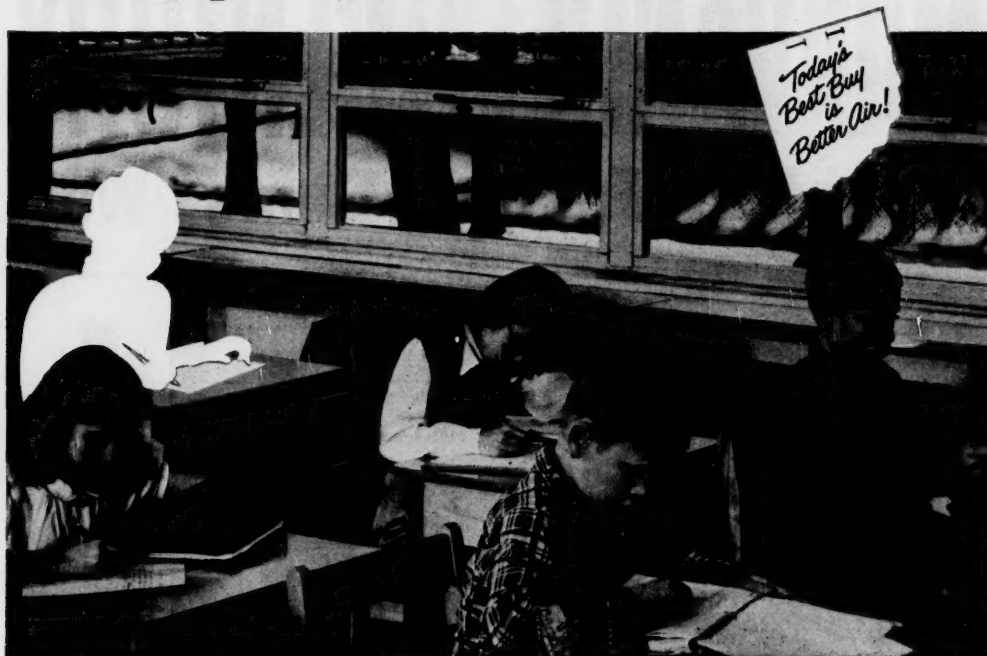
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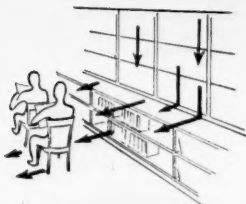
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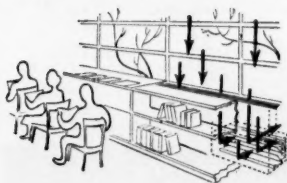
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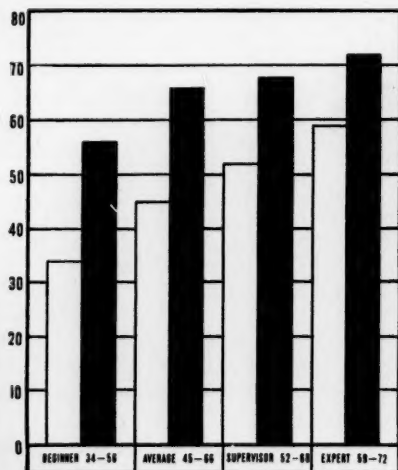


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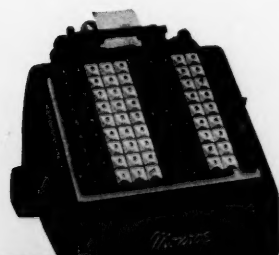
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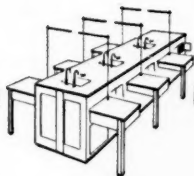
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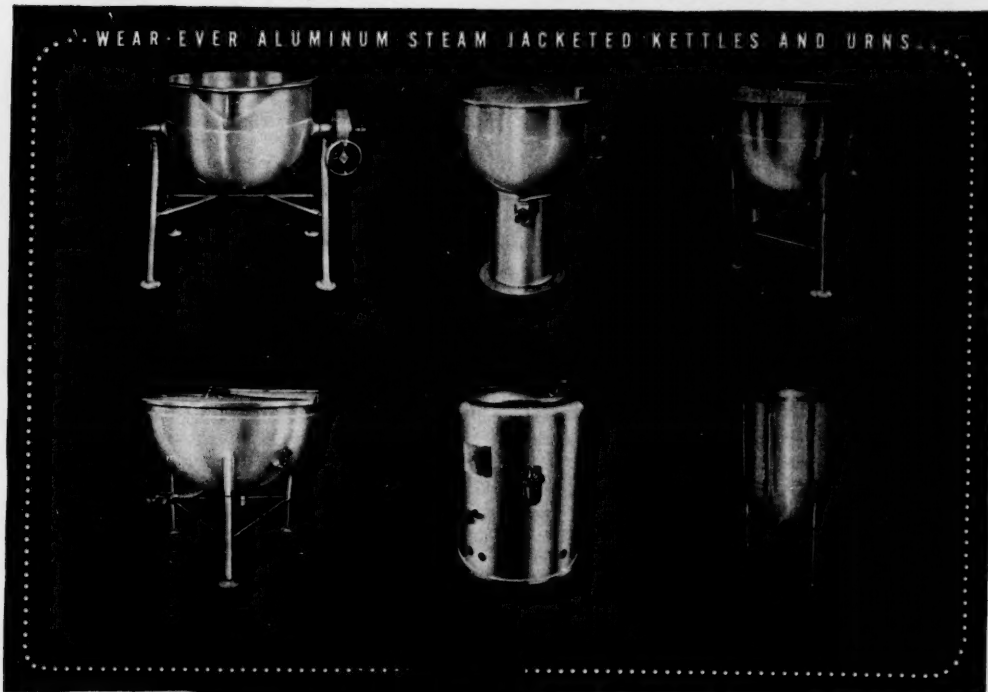


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Looking Forward

Weapons for Peace

THE Ford Foundation has put all its resources (half a billion dollars) into promoting "positive means for waging peace," reports Paul G. Hoffman, president of the foundation. Addressing a thousand leaders from industry, education and the professions, the former head of the Economic Cooperation Administration warned that "unless we consecrate ourselves as wholly to winning the peace as we have from time to time consecrated ourselves to military victory, the prospects are dim indeed." But he said this country has no chance of leading the free world to peace "unless we can stop quarreling among ourselves and hating one another."

Philanthropic entities like the Ford Foundation can provide much needed weapons in the war for peace. With the great resources at their command, they may be able to establish and demonstrate a science of human relations upon which a world of law and order may be based. But, as Mr. Hoffman has indicated, the art of peaceful living must be exemplified in this country first. All of which makes one wonder to what extent the purposes and programs of today's schools are realistically directed toward the art of harmonious living.

We Must Do Both

CONSERVATIVES shook their heads when the N.E.A. Representative Assembly in San Francisco launched its militant counteraction against organized attacks on education.

"It is negative," said some. "We need positive public relations."

Said others, "Such propaganda groups thrive on publicity."

To individuals expressing these points of view, there seems to be only one of two choices: (1) Fight back, or (2) ignore the attacks and concentrate on the improvement of public school services.

The solution is not so simple. These organized attacks continuously reiterate a stereotyped pattern of words that creates a false picture of the public school and maligns the teaching profession. Professional propagandists are *manufacturing* a phony public opinion, the most recent example being Frank Chodorov's editorial in the *Saturday Evening Post*. Chodorov also is a writer for the National Council for American Education, of which Allen A. Zoll is the executive vice president. One of Chodorov's pamphlets published by Zoll's group is entitled "Private Schools: The Solution to America's Educational Problem."

It's *not* an either-or proposition. A sound improvement program in education cannot be based on false and artificial public opinion. We must do both—fight a rearguard action as we move forward.

The only weapon with which we can fight these unwarranted attacks is the power of truth. These groups are indicted by their own records when they are revealed in their true character.

The responsibility for fact-finding cannot be left to one organization alone—the N.E.A. Defense Commission. Every state department of education and every state teachers' organization has a responsibility to record and analyze these attacks. Such research is not for the purpose of name-calling or political maneuvering. Rather, it is *positive* public relations, so that all honest critics of education may know when and in what manner they are being duped by the professional antagonist.

Pasadena's Next Chapter

WHAT happened in Pasadena cannot fully be told between the covers of a book or by a committee report. The roots go deeper into the history of the community and entwine many substances. Nor has the story been completed. In fact, another chapter is under way in the form of a citizens' survey that may or may not be the constructive program that most of Pasadena so earnestly desires.

A few days spent in and around the community do not qualify an observer to make unchanging conclusions. Yet years of observation would still be complicated by the difficulty of sifting facts from opinions and separating local personal feuds from more universal conflicts in ideology. Some agree that Pasadena has suffered from mistaken policies that date far back of the Goslin administration, such as the city's zoning system.

On one thing most Pasadena citizens are agreed. They would rather not hear anything more about the affair or even talk about it to outsiders. They feel, for the most part, that it is a local problem, and they want to settle it among themselves. Even the verbose barber, when pressed to talk about the schools, preferred to extemporize on his home in Pennsylvania and the unusually hot weather. He did venture to say, however, that in his opinion Pasadena has a good school system.

On one other thing all except the diehards will agree: The manner in which Superintendent Goslin was dismissed was definitely the wrong way to do it.

These observations were made following cordial visits

with both the predecessor and successor of Mr. Goslin, with the president and secretary of the board of education, with some other board members and former members, with the chairman of the citizens' committee, with the editor of the principal daily newspaper, and with leaders of various factions.

Nearly all of them resent David Hulburd's book, "This Happened in Pasadena." Said one citizen, "It isn't so much because of what is in it but because of what it does *not* say. It overplays the effect of outside influences and ignores many important local factors in the conflict."

With regard to the N.E.A. Defense Commission's report, the chief regret seems to be that it came out too late. One leading citizen said: "We should have had these facts and points of view months ago, regardless of whether we agree with them; they would have stymied some of the tangents of the Hulburd book."

There is reasonable evidence to believe that Pasadena wants to support its public school system. The fact that it turned down, by a 2 to 1 vote, an attempt to raise the millage for elementary schools from 90 cents to \$1.35 is explained as a refusal to turn over to the then-superintendent (Goslin) this large increase in the budget for a five-year period. The same community adopted this June essentially the same proposal by a 2 to 1 majority, but for a one-year period, increasing the millage from 90 cents to \$1.22.

For those who try to simplify a complex social phenomenon, two conflicts in ideology seem to be involved. The first is concerned with the kind of leadership that the community wants from its superintendent. Goslin represented the leadership of a strong personality, making decisions and taking action. The board preferred to retain more control and go slower in making changes. "Getting Goslin," it now appears, was a temporary rather than a final objective of the extremely traditional group.

As might be expected, reactionary pressures, racial prejudices, and the struggle for control of the school curriculum still operate in Pasadena, as they do in some degree in many communities.

One of the tragedies of the affair has been the disastrous effects it has had on the professional careers of those in administrative positions who are now marked as "pro" or "con." It cannot be denied that the morale of the total personnel was disturbed, especially the morale of those teachers who were emotionally insecure. But for the most part the business of instructing the children seems to be going on as usual.

The citizens' survey holds the future of Pasadena public schools. Some 900 laymen are working with a professional staff in an appraisal of virtually every phase of the school program. The study is financed by the board of education, but its policies are determined by a committee of laymen who have as consultants two highly respected schoolmen from outside the school system.

With so many citizens involved in a multitude of committees, it is unreasonable to assume that the survey could be "packed" by any one group. The report will be released next January, and it will contain both majority and minority opinions.

Pasadena may have learned from its mistakes. The survey will tell.

Too Much Is Too Much

THE late Frank Cody, Detroit superintendent, often remarked: "Anyone who has a program and gets caught attending a meeting has no one but himself to blame."

Why are so many schoolmen's conferences packed with meetings, from breakfasts (\$2 for cold toast, scrambled eggs and coffee) through late evening discussion groups (at which everyone has to testify)? True, the chairman wants to put as many of his friends as possible on the printed program, but too much is too much!

What Frank Cody really meant was that a balanced program allows time for those hard wooden chairs to cool off while the tortured take a walk, have a cup of coffee, or indulge in lobby sessions.

Are You Comfortable?

THERE'S a "man bites dog" type of story in the recent news that Michigan State College at East Lansing is going to study those of us who seem to be mentally normal. Purpose of the study, which is financed by a grant from the U.S. Public Health Service, will be "to discover the sources of strength that ordinary, substantial citizens use to meet and overcome life's strains and stresses."

So cheer up! Some day it may be fashionable to be normal.

If you're looking for a sensible definition of mental health, here's one from the National Association for M.H.:

"A person with good mental health possesses three main qualities—he feels comfortable about himself, he feels right about other people, and he is able to meet the demands of life."

Too Sweet

SOMETIMES a compliment is suspiciously sweet. We're a bit weary and wary of obvious obeisance by some schoolmen who think they must protect their jobs by tossing profuse bouquets to the school board at every public opportunity. There's such a thing as overdoing it. Flowers lose their fragrance and beauty if handled carelessly.

Some men holding public office like the goo and gush, but we'll wager that most conscientious laymen on school boards would rather be considered as ordinary folk, doing the best they can to represent their fellow citizens in the business of promoting a good school system.

In the Mail

TIMELY quips from *Super News*, a bulletin for district superintendents of Pennsylvania:

"Our Three R's: research, readjustment and rigorous action."

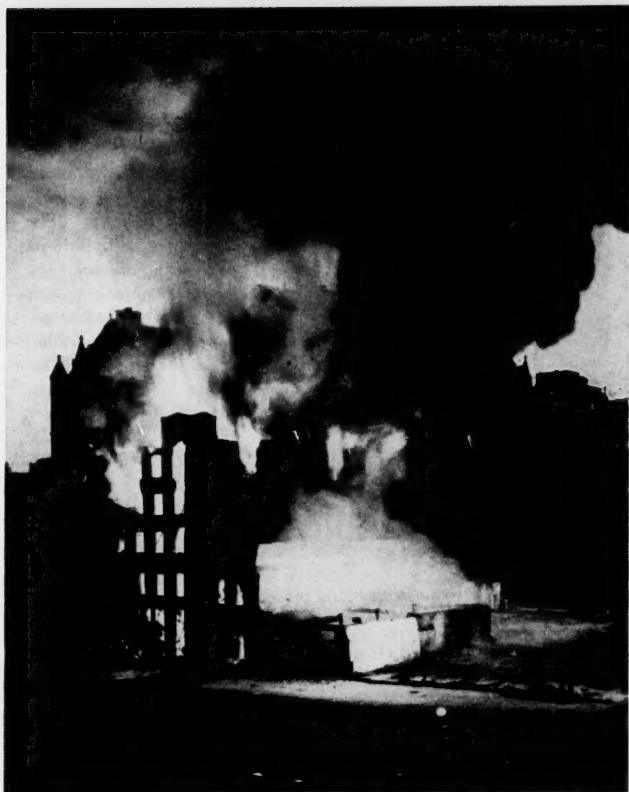
"Cooperation is spelled with two letters—WE."

The Editor

The NATION'S SCHOOLS

B. P. BRODINSKY
Washington, D.C.

Many codes call for outer brick walls of 12 inch thickness when 8 inch walls would do today. At the left is pictured a full-scale burnout test conducted by the National Bureau of Standards. The data thus obtained provided much useful information on temperatures reached in actual fires. The results were correlated with laboratory tests and applied in developing code requirements. This test also showed the persistence of high temperatures in debris blanketed by fallen masonry.



Improvement in **BUILDING CODES**

will save school construction costs

TALK about building codes and you talk about dollars—school construction dollars—and the health and welfare of school children.

Talk about building codes and you talk also about the most cussedly rigid social instrument that has appeared on the scene since Noah built his Ark of gopher wood, 300 cubits in length, 50 cubits in breadth, and 30 cubits in height—man's first building code.

Note that Noah got specifications for both materials and size. Had his instructions been merely to make an

ark strong enough to withstand the waters of the flood it would have been man's first "performance code," and the history of construction might have been different.

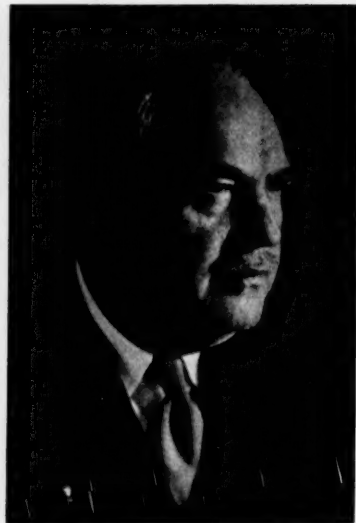
There are two ways to state how a building is to be made safe and wholesome for human use. One is to specify the exact materials that must be used, their sizes, and how they are to be put together.

For example, the "specifications" type of code may say: "All cast-iron or rolled-steel columns used for vertical

supports in the interior of a fireproof building shall be protected with not less than 4 inches of hard burned brickwork, concrete or other fireproof material."

Another way is to say what results you want and leave the details out. Example: "Iron or steel columns shall be protected by materials or assemblies having a fire resistive rating of four hours."

The first way is clear and definite, but it makes no allowance for new materials that might do a better job.



Joseph P. Wolff is president of the Building Officials Conference of America, which is one of the big four code writing groups that have joined with the federal government to form the Joint Committee on Unification of Building Codes. The joint committee's goal is not to write the final answer in building codes but to refine concepts that should go into a code, simplify provisions, reduce the pressures of special interests, and hold forth a standard toward which the wise and the honest municipal official can work.

The second is clear and definite as far as it goes but throws no light on what materials and thicknesses are needed.

Most of today's 2200 local codes are of the first type, giving rigid specifications. The goal lies the other way. The four or five so-called model codes developed by national organizations claim to be of the second or performance type. But it isn't an either-or choice. New York State, for example, is developing a first rate performance type of code for dwellings and public buildings. The experts agreed, however, that the performance code (a relatively thin pamphlet) will be accompanied by a manual (a good sized tome) giving specifications of materials and sizes to achieve the desired results!

A COMPLICATED BUSINESS

But no community, state or educational group can ease its conscience by saying, "Let's adopt a performance type of code," and let it go at that. The meaning of building codes goes deep into the social fabric of our life.

In attempting to get behind the story of building codes I went to a sprawling establishment high on a Washington hill, the National Bureau of Standards. On the office shelves of Martin Goerl, one of the best informed men on codes in the country, were stacked a good portion of the existing codes in this country. I thumbed

through many of them. The pages appeared dull, technical.

But in the words of George N. Thompson, another of the Bureau of Standards' top men on codes: "The contents of a code are something more than a routine statement of technical details. They are, or can be, a dynamic force in shaping the physical character of a community through the standards that are imposed. They are instruments for protection of safety, health, morals and general welfare for all of us who live in homes or study in school buildings."

The earliest codes were the first effective fire prevention laws in America. Whenever disaster struck—whether fire, explosion or building collapse—the people's attention turned to the building codes, and immediately they wrote in new restrictions or regulations to prevent similar disasters. Like many a peace treaty in man's history, codes were written to correct mistakes that had already happened. And they were mostly "don't" codes. A code based on prohibitions looks backward. Yet everything and everyone else concerned with construction look ahead.

* * *

There are three simple questions a schoolman should ask about his building code:

What is its age? The age of a code is a sign of quality. The building art

moves forward every day. A code must keep up with it. Yet, one Minnesota community (Stillwater) reports a code adopted in 1886 still in existence—the oldest one known. Nearly half of today's codes are 20 or more years old. Some of these are frequently patched up with new amendments. However, amendments clutter up the code, making it difficult to understand and follow. The Bureau of Standards suggests that each community should overhaul its code every 10 years, and preferably at shorter intervals.

Are the code's contents clear and its regulations easily located? If a schoolman wants to know the load a school roof is required to carry, the building or municipal official should be able to tell him swiftly, without hemming-and-hawing, and in clear terms. When building officials try to hide behind the "technicality of a code" the time has come to reexamine the entire code.

Is the underlying philosophy of the code one of fixed rigidity or flexibility? If the code contains a great amount of minute and specific directions, if it rules out the use of new building materials, new standards and new ways of building, it will soon be outstripped by the times. On the other hand, if the code is expressed in terms of what is wanted in the way of strength, fire resistance, safety, there is a better chance for keeping the community's building abreast of changing conditions.

Most building codes today do not pass these three simple tests. Instead, we have today a bundle of local codes that are obsolescent, restrictive, rigid, frequently unsuited for the community's climate and needs, and abounding in cost padding requirements.

COST PADDING REQUIREMENTS

How did they get that way?

First, because they were handed down from community to community. Code writing is an exceedingly expensive undertaking. (Chicago recently spent \$100,000 merely to reword its code.) It's much simpler for a community to copy a code from some other city or town. This has proved costly to certain sections of the nation.

For example, a code written on the West Coast and adopted in a Midwest city would certainly penalize construction in the latter city. Such a code would have to carry the influences of the West Coast, provisions for vertical accelerations and other requirements

that would not be necessary in the Midwest. Certainly a code written in New York City, when applied to a southern city, would add cost unnecessarily to school construction, as well as to all other construction. In the North a building has to be made strong enough to carry snow loads; in the South it is only essential that the wind loads for structural requirements be computed to obtain the needed safety.

The second reason for the chaos in our codes is that many of their regulations have been "recommended" by interests that had materials, labor or services to sell.

Joseph Reed, building code expert of the Housing and Home Finance Agency, says: "Early building codes were developed when the fire insurance industry and materials producers issued standards and recommended using particular materials in an approved construction manner. The municipalities grabbed them up because they couldn't hire an adequate staff to determine the quality of a material or design. So at this early stage the municipal government executed its governmental func-

tion by referring to the standards of the materials producers or the fire interests as the authoritative pattern."

Later came private organizations whose job it was to test the strength and workability of materials. In effect, these groups said: "When a building is constructed in this manner it meets with our approval." The municipal governments were glad to latch on to the suggestions—free for the taking.

Still later came the so-called private code writing groups, sponsored in many instances by fire insurance or other interests. More than half the municipalities in the United States have building codes obtained from some such organization. This means that an entire building code could be obtained from an outside source in a ready package and made local legislation simply by council adoption.

Those who had materials, labor or services to sell were ever on the alert when "model" codes were written or adopted.

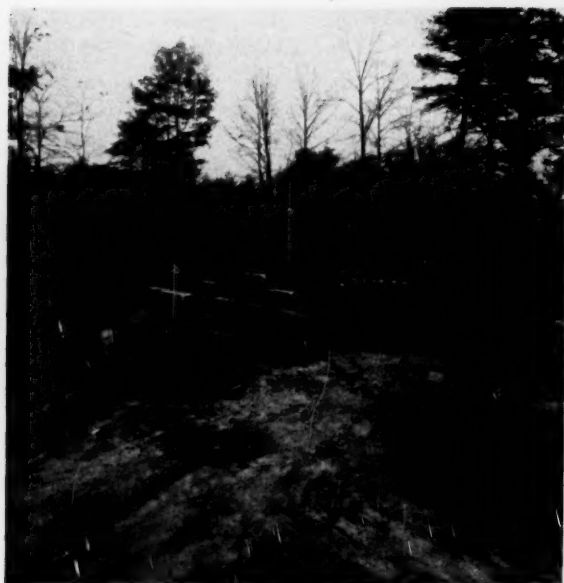
Slide films prepared by the Housing and Home Finance Agency show that many codes call for outer brick walls of 12 inch thickness when 8 inch thickness would do today.

Other codes call for at least 8 inches of free wire at outlets for connections to fixtures. Six inches is ample, says the Housing and Home Finance Agency, and electricians usually cut the wire off to this length anyway. However, multiply this waste by, say, 300 outlets in a school, and you have 100 feet of precious copper wire tossed on the scrap heap.

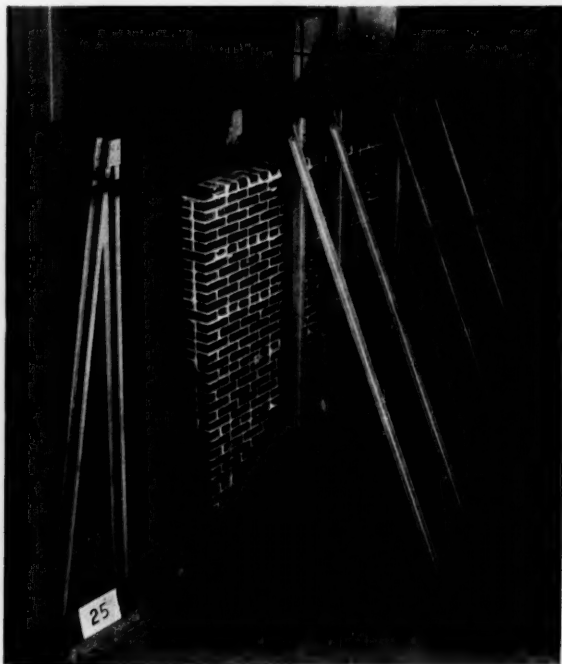
Many codes call for extraheavy pipe when a lighter pipe would be ample, and for intricate installations of stack

By applying known forces to specimens that accurately reproduce the most important structural parts of a building, N.B.S. engineers simulated loads that might be encountered in actual service. Weights have been suspended from a roof truss and put on cross members to find its performance under load. This research has more value for home builders.





Above: Durability of materials must be considered as well as original strength. Masonry walls are exposed to weather to determine resistance of brick, tile, stucco and mortar over a period of years. Below: Walls, too, must be able to resist the shearing effect produced by high winds blowing on intersecting walls. N.B.S. laboratory simulates this effect by applying force at diagonally opposite corners of the walls.



and other plumbing fixtures when more simplified installation processes could serve.

In days when wood was the principal building material fear of conflagration was real and justified. This fear has impelled communities to adopt codes that today—in the age of steel and mortar—go far beyond safety requirements. Naturally, the fire insurance interests have supported the moves to build the greatest possible fire resistiveness into buildings.

Today, these regulations are overcostly and overrestrictive. No school administrator wants to reduce the fire safety of a school building. Nor is that necessary. Tests at the National Bureau of Standards prove that building materials today can offer fire protection without the cost padding practices called for in codes.

"One way by which school dollars can be saved is by reexamining the fire resisting code regulations," says a federal code authority. Here's a random example: The Pacific Coast uniform building code recommends that exterior walls must have a fire resistiveness ranging from two to four hours. Yet most local codes require a flat four hour rating with no variations for interior or exterior walls. And it costs extra dollars to build more fire resistiveness in a wall.

Some building officials would go even farther. They claim that only hallways, stairways and exits need have four-hour ratings. For the rest of a building a rating of one to two hours is sufficient. But so far no one has been bold enough to suggest the cut to this reasonable level.

FEATHER-BEDDING

Organized labor has been accused of inserting into building codes feather-bedding provisions. Some of these charges may be true. But few government officials see much significance in this accusation. They say that labor's grip on the building codes has been exaggerated. Yet it exists. The most famous example of a feather-bedding requirement appears in Chicago's building codes. The plasterers' union had succeeded in writing in that "there shall be applied a coat or coats of lime, gypsum or cement plaster not less than ½ inch in thickness" on all walls—and such plaster is certainly not needed on many new types of wallboard.

The plasterers' union, however, found a unique justification. It claimed that a coat of plaster assures a "sani-

ration value" which it says can be obtained only by a "seamless unbroken continuous plaster surface." Although it has been proved that plaster can also crack and become the home of vermin, the provision still stands.

Rigid as most codes are, they are nonetheless giving way under the blows of many forces—technology and its new products; the defense effort and its need for mass construction; rising labor costs, and the slow painstaking work of researchers who are discovering what building materials can and cannot do.

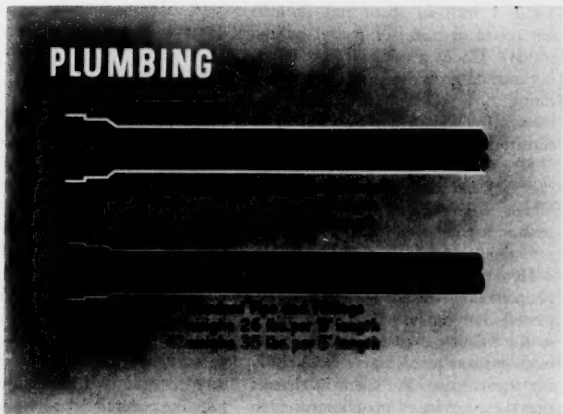
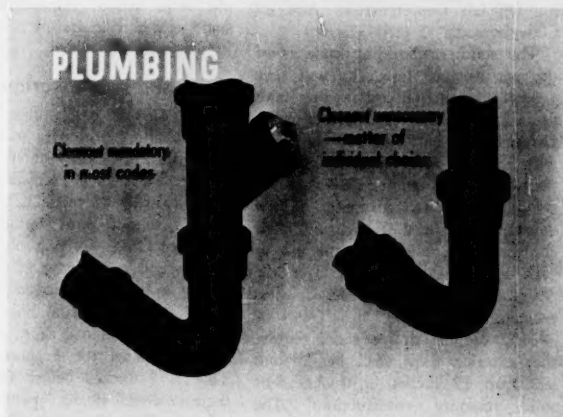
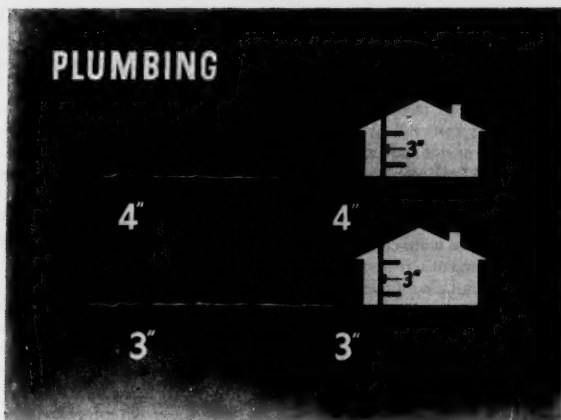
In scattered communities—still too few—groups of men and women are looking critically at small-print volumes that describe the intricately complex building codes. Revision committees are at work in probably fewer than 100 communities throughout the country. Several state governments, notably that of New York, are at work on the arduous task of rewriting building codes.

NOW A JOINT COMMITTEE

Four regional organizations have adopted so-called model codes and are continually revising them. Each code is the product of intensive study and testing with buildings and provides the nearest thing we have to a national standard. The groups are: the National Building Code of the National Board of Fire Underwriters, the Uniform Building Code of the Pacific Coast Building Officials Conference, the Southern Standard Building Code of the Southern Building Code Congress, and the Basic Code of the Building Officials Conference of America.

The codes of these four organizations still have wide differences. To reduce these as much as possible, the big four code writing groups have joined with several agencies of the federal government to form the Joint Committee on Unification of Building Codes. This committee will continue to be at work for months, if not years. So here is the top of the pyramid of groups concerned with building codes. The joint committee's goal is not to write the final answer in building codes. It is, rather, to refine the concepts that should go into a building code, to simplify provisions, to reduce the pressures of special interests, to hold forth a standard toward which the wise and honest can work.

To return to the regional code writing groups—their work is important because we have in the United States



Many codes call for extra heavy pipe and for intricate installation of stack and other plumbing fixtures when more simplified processes could serve. Similar waste comes from requirements of excessive 'free wire' at electrical outlets and four-hour ratings for interior walls.

sharp regional and climatic differences. In fact, a national building code is probably undesirable. M. L. Clement of the Southern Building Code Congress states that much wasted construction money can well be placed on the doorsteps of the advocates of a national building code.

SOUTH MAKES PROGRESS

Let us look more closely at the work of Mr. Clement's regional group. The Southern Building Code Congress has hammered out a code that has been adopted by about 250 cities and towns, from Norfolk, Va., to the Rio Grande Valley. (The Pacific Coast Building Code is in use by 550 jurisdictions, the National Board of Fire Underwriters' Code, by some 250, and the Building Officials Conference of America Code, by some 35 jurisdictions.)

The southern building code is of the performance type. "It will save general construction costs in the South up to 28 per cent over any other code," Director Clement says. He illustrates with the fact that the southern code permits the architect, designer or builder to take full advantage of new developments in wall partition, floor and roof assemblies. By the use of such assemblies the loads over the entire structure may be reduced—thus reducing costs.

Most old descriptive codes require that exterior walls shall be "of not less than 12 inches in thickness of solid masonry construction." The southern code permits, among others, "light steel framed brick veneer walls," (with 1 inch air space and $\frac{7}{8}$ inch fire retardant board or plaster on the inside). Under actual test this building method gives the same fire resistive rating as a 12 inch brick wall but costs a fraction of the price of brick construction.

Mr. Clement goes on to say that the southern code has helped lower school construction costs despite a serious barrier—state school construction regulations.

Here we come upon an important phenomenon that has not yet been explored thoroughly. For, in addition, to the municipal or state codes, there exist in many places state school building regulations. Mr. Clement charges that these are based upon construction practices as they existed 30 years ago and that education officials have given little thought to correlating school codes with regional or municipal codes. As a result, most school construction

in the South—and in many other places—is governed by two codes, the municipal and the school code.

Mr. Clements says: "All this adds up to an overlapping and chaotic condition, which, quite naturally, doesn't help the cause of economy. It has taken its toll of school dollars. If complete uniformity could be established between the municipal code and the state school code, further savings would be the result without the sacrifice of safety or structural durability."

The Southern Building Code Congress has, again in the words of Mr. Clement, "endeavored to prevail on school authorities to join hands with us so as to find new ways to further the cause of economy in school construction." This means "changing the old state school regulations which stand as a barrier against many moves in the right direction."

CLEVELAND STARTS ACTION

Ohio apparently has recognized this, as witness recent moves in the Ohio legislature to revise school building codes. The state legislature was spurred on by Cleveland school board officials, who recently found that revision of Ohio's 39 year old building code would result now in a \$50,000 saving in the construction of a new school. The Cleveland board wanted to make classroom ceilings 11 feet 2 inches high at the proposed school. This is 8 inches below Ohio code requirements. Board members also wanted all-steel units used as a substitute for the required brick and concrete. Their experience with the specification code caused them to fight for code revision in the state legislature.

CAN'T AFFORD LUXURY OF WASTE

The impact of defense was mentioned earlier. The implication is obvious. Defense industries are taking large bites out of the civilian materials supply. The nation today cannot afford the luxury of wastage of materials frequently imposed by codes. In the words of Richard U. Ratcliff, research director of the Housing and Home Finance Agency: "In the interests of national defense it has become necessary to modify the requirements of building codes or otherwise provide for the use of acceptable substitutes for critical materials. Local building departments should be flexible, so that emergency problems can be handled effectively within the present adminis-

trative framework of these local agencies without injuring their peacetime effectiveness."

All this means that the interests which have zealously protected the building codes are being jogged. It means also that the feeling is growing throughout the country that something can be done to modernize the building codes. In such a climate the school administrator can move with effectiveness toward taking leadership for code revision. Here, specifically, are six things the schoolman can do.

WHAT SCHOOLMAN CAN DO

1. Find out the facts about your own municipal and school building code—its age, clarity of contents, and philosophy.

Get to know the local building officials who are responsible for administering the building code. Joseph H. Reed of the Housing and Home Finance Agency says that the big trouble with today's codes is not lack of technical data but lack of good administration. The school administrator can support all efforts to strengthen the local municipal building department—which is, or should be, the sole authority for the administration of building codes.

3. Suggest to your local, state and national educational organizations that building codes be scheduled as a topic for discussion during meetings and conventions.

4. Become familiar with the work of your regional building code organizations.

5. By letter, talks and informal contacts, keep telling state authorities that school building regulations should keep abreast of latest developments in construction.

6. Write for a list of published materials on building regulations to the National Bureau of Standards, Washington 25, D.C. One of these publications, "Preparation and Revision of Building Codes" (15 cents), by George N. Thompson, should be in your files. It gives facts for use of local committees charged with preparing or revising building codes.

The building code has long been the private domain of special groups, each with economic or political power to impose its wishes upon the entire community. At last, there are first stirrings among the people to seek to end this condition. The school administrator has an opportunity to throw his support in favor of such movements.

IT'S NO TIME FOR THRIBBLING!

Some challenges for

the new year

FREDERICK J. MOFFITT

Executive Assistant
to Commissioner of Education
New York State Education Department

LETS make no mistake about it. This September the storm signals point to one of the most difficult years the school administrator has even been called upon to face. As the thousands of young people return from their summer gambols, as the school buses start their grunt-and-groan act in preparation for a long, hard winter, and as parents gather for preclinics and a few carping postmortems, then the school superintendent turns from his summer struggles with capital, labor and the high cost of hamburgers to begin an even more strenuous existence with other problems that have snuck up on him during what is facetiously known as the vacation period.

It is in September, too, that the rains descend on leaky roofs and the torrents of new entrants rise to flood stage. There are not even seats enough to allow the participating audience to view the roily waters from a safe distance. So, before he goes forth to dam, the superintendent would do well to review his durability and see to it that his working equipment is in good order. For, brother, it's going to be a tough year.

First, as is customary, the same old problems that were settled so completely and wisely last June come bumbling back for a resettlement. In addition to these hardy perennials come the newer perplexities created by a jangled world of cold war, hot war, no war, and maybe war. A multitude of troubles descends with full force on the school: the scarcity of materials with which to rebuild the sagging walls; the increasing lack of supplies and replacements of everything from teachers to tissues; the priority business as, if and when; the rising costs attempting to



The superintendent may well ask himself if he is spending too much time on personal appearances, service club speeches, and trips, and too little on the school children.

violate the pre-emergency dollar, and the need for increased cooperation with civilian defense, and the consequent use of school facilities, including who should have access to the keys of the schoolhouse if the bombs burst.

Yet many of these quasi-physical problems fade into insignificance before the host of new instructional headaches. How shall we streamline the teaching procedures and accelerate the program to satisfy defense needs? How shall the curriculum be revamped to stress more good, old-fashioned patriotism and yet include more technological teaching for fledgling air pilots? How shall the high school courses of study be adjusted to recapture the drop-outs who are leaving for higher wages than the average teacher ever dreamed

of? Along with these curricular aches and pains are some cute little "personelle" problems brought about by crowded classrooms, too many elementary and not enough secondary pupils, teacher salaries, and the increasing cost of headache powders.

Managing a school in normalcy is difficult enough, but trying to keep the walls intact and the roof on in a prolonged emergency is really a dilly. Here, in one large package, are all the problems that cause the weaker brethren to leave the profession for the quieter life of a mortician or the more dignified job of bartender. The solution of the school perplexities during the coming year will demand the skills of a radio announcer, curriculum expert, public relations counsel, carpenter, labor medi-

ator, and chiropractor, in about that order. To map out now a course of action that will not bring tummy ulcers before June will need plenty of resourcefulness and a loud voice. It's going to be a lot of fun, though, if we can take it in our stride.

Let us consider the physical problems first, for they rank high in the public consciousness and are a generally recognized measure of efficiency in good school management. The matter of priorities will be one of the most difficult.

Probably, in essence, the priority problem can easily be reduced to the simplicity of a mathematical formula in theoretical physics: If there is a need for priorities, why not go into reverse and simply dig out last year's applications for surplus commodities and, standing on your head, rewrite the applications from left to right? Unfortunately, it is not so simple as that.

Your building is half built and stands as a rough hewn monument to your lack of ability as a go-getter. The board of education informs you with some hauteur that the fellow in the adjoining province seems to be able to get bricks and steel without any trouble, so you jump around and begin to hunt for straw and cast iron. You quickly fill out Form 222-A in quintuplicate, multiply by nine, and send appropriate copies to Washington. (Extra carbon copies may be used to cover the glassless windows.) For good measure it is wise to include in your daily sending exercises a handful of copies of Form 5.02, which is out of print and unobtainable. In all forms it is smart to include the estimate of the football score against Little Valley and the results of the quiz program on Channel 5. Answer all questions on all forms voluminously and concisely, including (a) who was that lady I saw you with last night and (b) that was no lady, it was the new school board member (f).

RULES CHANGE

At this point you will find that all the priority rules have been changed when you weren't looking, and you must start all over. Eventually, if you are obnoxious enough, you will receive your hunting license for materials, and a-hunting you can go.

The point of the whole thing, however, lies not in the multiplicity of multitudinous forms, the changing rules, or the subsidization of the postal

service. It is simply this: Come hell or high water, schools must continue to be built, furnished and operated. Says the director of defense mobilization: "The men and women who will be needed in the future for military service, for factories, and the farms are the children now in elementary and secondary schools. It is important that we develop..."

The development of plans and buildings may mean tedious and tasteless hours, but if Form 222-A will help, the school administrator must get on with the job and quickly, too. The public must be informed and kept informed. Community councils and lay advisory committees must be organized and alerted. (Have you read "Lay Advisory Committees," published by the American Association of School Administrators?) Public relations technics must be perfected, and campaigns must be organized.

During the most recent emergency and the one before that, too, many a

school administrator sat back among his crumbling bricks and dreamed of new schoolhouses and renovations if and when. For such indefinite planners, the iffy days are gone, and the when is now.

Let us assume, however, in order to avoid argument and recriminations, that our building and equipment problems are in capable hands (our own, that is) and get on with the work. This will give us an opportunity to take a good look at the 1951 curriculum. One piercing look, however, is likely to start the school administrator breathing pretty heavily, for it seems that the time is nigh when it may be in order to take the curriculum apart and see why it isn't ticking as it did back in 1890 when it was originally constructed by our scholarly predecessor.

For our look-see at the average curriculum is likely to show us why our drop-outs are increasing, why our wash-outs are far too numerous to explain away to anguished parents who had

Is the morning mail bulking too large in the superintendent's administering? Larger wastebaskets for third-class mail may help.



hoped some day to attend a graduation, and why our left-outs, who disappeared in the vast reaches between junior high school and the secondary morass, have sunk without a trace.

There are surface reasons for the drop-outs, of course. Pupils are leaving school to go into the armed services or to earn the high wages paid by industry, aren't they? What can we do about it?

It should be pointed out clearly and convincingly to all of our young people that never before in the history of this democracy has a good sound education along both liberal and technical lines been so sorely needed. We must stress in the strongest possible terms to all of our youths that the wise and patriotic decision for them to make is to continue in school as long as they can and to take advantage of every opportunity to prepare themselves for the responsibilities facing them. This ought to be done in cooperation with community leaders in both labor and industry. The wise school administrator will plan a community-wide campaign which will use newspapers, radio and personal appeals to keep youths in school. The time to initiate such a campaign is now.

STIFF COMPETITION

Aye, but there is a joker here! In order to sell the idea of staying in school, we must have something pretty good to sell in the face of stiff competition elsewhere. We must have a curriculum that really does the job, one that provides strengthened pre-induction courses in mathematics, science, shop and technical fields, that stresses health and the basic skills alike, that provides for complete readjustment of high school education and not just a reshuffle of more of the same.

The curriculum for an emergency that shows no signs of slacking off should be founded on the premise that our schools should serve all the children of all the people and that all of the children will vary in their abilities, interests and needs. Such hifalutin' words may sound a little pedagogical, but, if they are examined carefully, they mean simply this: If we are to readjust our curriculum let's readjust and no fooling. For a good start in this readjustment business the superintendent should study "Youth Interests and the Educational Program of the Secondary School" written by Stephen Romine, director of high school counseling, University of Colorado. It's so good it will be out of print if you don't hurry.

So we adjust our curriculum and hitch up our pants to meet the turn of the century. If we are still reasonably on this side of sanity we should now be able to find time for personnel problems — how to pack 50 children into a 30 children room, how to jam three sessions into a two-session day, and how to hold competent teachers on an inadequate stipend. A complete listing of such problems caused by present day inflations, if laid end to end, would reach from here to where most superintendents are often invited to go before they die.

FIRST DUTY

The evils of overcrowded classroom, overworked teachers, and curtailed sessions are probably among the biggest no-doze pills of the year. It is an anomaly that while it is the plain responsibility of the school administrator to urge every young person to remain in school, the schools are increasingly hard pressed to provide facilities, equipment and time for the kind of program that must be offered. It is a cause for real concern that the rapid increase in enrollments, particularly in the elementary schools, has forced many schools to adopt half-day sessions.

In such unfortunate situations, there'd better be plenty of worry over what happens to children. Though the reasons for these conditions may be obvious, regardless of reasons the first duty of the school administrator is to the boys and girls whose education is his responsibility.

The best educational research available advocates a full five-hour day for elementary schools and a full five and one-half hour day for secondary schools. Anything less than these minimums will lead to explosion even though it may be a delayed fuse. The solution is difficult to find. It may be in temporary housing, "portable" buildings, quickie contracts with neighboring districts, or similar unsatisfactory expedients. Sometimes it may lie in a more careful scheduling of secondary school classes to make rooms available for elementary school children.

It is at this juncture, when the irresistible force meets the immovable object, that many superintendents go quietly crazy if they are not already crazy. But the older administrator, who has survived more crises in the last 20 years than a broken down carousel, does not waste his time feeling dizzy. Instead he goes back to his principles of good

school administration which may not be written in the erudite textbooks but which are engraved in his heart and mind.

The opening of school in September offers a good chance to review these principles which have carried him through wars, depressions and meetings of the parent-teacher association.

"I will put first things first," says the battle scarred superintendent, "and not be misled by all of this business of getting in my jeep and riding off in all directions at once. In my scheme of things first things are children, and my job is educating children. Are personal appearances, service club speeches, trips hither and yon, and even the morning mail bulking large in my administering? I will replace this busy work by visits to classrooms, counseling with teachers, legwork in my own bailiwick, and wastebaskets for third-class mail.

STORM CENTER

"This business of education," says he, "is more important than I am. I recognize that this is a period of stress and strain, that children are worried and teachers are frustrated, that parents are tense and taxpayers are not amused. In the very nature of things, the school, which is the most important business in the community, is bound to be the storm center for all the tensions of the community. But that does not mean I personally need to be the storm center. While I may be the airplane pilot who carefully seeds the bucket of dry ice, I shall not be the deluge. In humbler vein, I may be the referee in the game, but I shall refuse to be the football.

"In justice to my high profession," says he, "I will not use a cheap political or personal approach to the problems of this solemn hour but substitute therefor a sound, objective and statesmanlike approach, which might give me a chance to make my maximum contribution to my country. I believe that my services, however small, are needed to help hold freedom fast for the human race.

"In the old days," says he, "when I was a young fellow boarding around the school district, the good country folk had a word that has since been lost from our dictionaries. When a teacher bluffed or bungled his job or when he muddled and puddled through with no real goal, they would say, 'The fellow may mean well but he is a thrifbler.'

And as the school bells ring for September 1951, it's no time to thrifble.

Conditions that lower **TEACHER MORALE**

THERE'S more to the problem of teacher morale than making salaries attractive. Personnel studies in industry have repeatedly shown that other things besides salary are important to the worker's general morale and hence to his efficiency. Industry has increased its productiveness greatly by looking into the living and working conditions of its workers and correcting those conditions found to be most irritating. This line of attack may also prove profitable in alleviating the still present teacher shortage and in enabling all teachers to do a better job.

To discover and correct the living and working conditions that are most irritating to teachers would have several values. It would remove obstacles that prevent teachers from giving their best service to pupils. It would increase the proportion of teachers who are happy in teaching and thus most effective in their service. It would reduce teacher turnover and help stem the exodus from the profession. It would attract many abler young people into the teaching profession. As the schools face the rapidly increasing enrollments of the years ahead, these would be not inconsiderable gains.

Such a study was undertaken in New York State in 1948, when the reactions of teachers to some 75 living and working conditions were studied.¹ Teachers were asked whether, in their own positions, each of these conditions was favorable or unfavorable and to indicate whether this condition was important enough so that, if the condition were unfavorable, the teacher would try to change his position.

On the constructive side, it was found that 89 per cent of the teachers enjoyed

¹Questionnaires were mailed to the home addresses of some 3000 teachers in 117 schools selected to be representative of New York State exclusive of New York City. The questionnaires were answered anonymously and were returned by mail directly to the division of research, State Education Department. All findings reported in this study are based on the 1067 usable responses received.

teaching in their present positions and that 79 per cent expected to make a career of teaching. These teachers are not, therefore, the perennial "grippers" whose reactions can be disregarded as unrepresentative.

But only 44 per cent of these teachers said that they would select teaching

listed in the table on the opposite page.

These unfavorable conditions affect fairly large proportions of the teachers, from 25 to 51 per cent. Their individual impacts are such that from 9 to 19 per cent of the teachers want to leave their present jobs in each instance. When two or more of these unfavor-

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One of the critical conditions is that salaries are inadequate.

again if they were starting over or that they would recommend teaching to a promising young person seeking advice as to choice of a profession. This does not indicate a high level of morale in the profession. There is probably much that can be done to make teaching a more satisfying profession.

Of the 75 living and working conditions studied, the 14 found to be most critical in causing teacher turnover are

able conditions operate simultaneously, their effects are, of course, compounded.

Salary Conditions. Inadequate salaries bulk near the top of the critical conditions undermining teacher morale. Critical conditions numbered 1, 2 and 4 in the table were among the most prevalent; they seem to be responsible for a large part of the unrest that lay back of rapid teacher turnover. About half of the teachers felt that their sal-

aries did not permit them to live as well as others in the community with similar responsibilities, that there was inadequate opportunity for financial advancement in classroom teaching, and that the salary schedule was lower than the community could reasonably afford. Men teachers were oftener dissatisfied than were women with their salaries and their financial prospects.

In defense of New York State it should be said, however, that this reaction to salaries was as of March 1948. The Teachers Salary Law of 1947 had not yet become fully effective at the time, nor of course the more recent increases in minimum salaries enacted by the legislature in 1951. The teachers of the state are in a better salary situation now than they were in 1948.

Teaching Conditions. A group of conditions related to teaching itself seems to be of next highest importance in causing teacher dissatisfaction and teacher turnover. These are the conditions numbered 3, 6, 8, 11 and 13 in the table.

Three teachers out of five said that they did not have sufficient relief from pupil contact during the day. This is especially true of elementary school teachers and teachers in the centralized rural schools. Some schools have found that this situation can be alleviated by the use of part-time teachers from 11



Teachers often are too tired for social activities after school.

a.m. to 2 p.m. to help care for pupils during the lunch hours.

About one-third of the teachers said that their classes were too large and listed classes of from 31 to 45 pupils as illustrations. This condition weighs heavily upon teachers; a large proportion of those who feel that their classes are too large would like to change jobs. Related to both of these conditions is

the reaction of about half of the teachers that teaching is so tiring that they cannot be their best selves socially after school hours. Teaching requires intensive mental activity, concentration and alertness. The intimate and diversified contacts with immature pupils cause severe drains on the physical and nervous energy of the good teacher.

This is quite contrary to the popular notion that teaching is a light job with short hours and long vacations. This notion, incidentally, is a major irritant to teachers and one that a community desiring good teacher morale should rid itself of by whatever means it can. If teaching is recognized as the difficult and exhausting task that it is, teachers are more likely to get needed relief in the matters of large classes and continuous pupil contact as well.

The teacher's job is made more difficult by the great variations in the background, interests and abilities of her pupils. Variability in pupils will always exist, of course. Schools cannot eradicate it, but they can make the problem easier for teachers by grouping pupils appropriately, by maintaining reasonable class size, and by providing a school program sufficiently varied to meet the needs of all the pupils enrolled.

Less specific than these conditions, but perhaps summing them up, is the feeling expressed by one-third of the teachers that their working conditions do not encourage them to improve the quality of their work.

Living and Working Conditions Most Critical in Causing Teacher Turnover

CONDITION	PER CENT OF TEACHERS REPORTING THAT:	
	(1) the condition exists	(2) they want to leave their jobs because of it
1. Salary insufficient for living as well as others carrying similar responsibility.....	51	19
2. Inadequate opportunity for financial advancement in classroom teaching.....	47	15
3. Insufficient relief from pupil contact during the day..	59	15
4. Salary schedule lower than community can reasonably afford.....	42	13
5. Inadequate transportation to and from school for the teacher without a car.....	32	13
6. Teaching is generally tiring to the extent that the teacher cannot be his best self socially after school hours.....	51	12
7. Inadequate community support for schools.....	33	10
8. Working conditions do not encourage the teacher to improve the quality of his work.....	33	10
9. Uncertainty as to where he stands in his job.....	29	10
10. Inadequate transportation to and from the community for the teacher without a car.....	24	10
11. Pupils vary too greatly.....	43	9
12. Inadequate opportunity for professional advancement in classroom teaching.....	37	9
13. Classes too large.....	34	9
14. Unsatisfactory support in handling disciplinary situations.....	25	9



Teachers say that transportation to and from some schools is inadequate.

Community Conditions. In third place among the critical conditions are three that have to do with community conditions, namely, those numbered 5, 7 and 10 in the table.

Two of these deal with the transportation difficulties of the teacher without a car. About one-third of the teachers reported that transportation to and from school was inadequate, and about one-fourth, that transportation to and from the community was inadequate. These situations are more prevalent in the central rural schools than the table indicates and are important factors in lowering teacher morale in these schools. There is evidence that administrators and boards of education alert to the significance of these problems can solve them.

The complaint voiced in the seventh item in the table does not concern salaries specifically, as did the fourth item, but rather the total educational budget. About one-third of the teachers felt that communities did not value their schools highly enough to allot to them enough money to do a good educational job. Communities may need to consider carefully whether the kind of educational program needed today does not merit a larger proportion of the community's tax resources as well as increased support from other sources.

Administrative Conditions. The three remaining critical conditions might be

grouped under school administration. They are those numbered 9, 12 and 14 in the table.

Although few teachers worried about losing their jobs, 29 per cent reported that they did not know where they stood in their jobs. This was especially true of beginning teachers. Not knowing their status within satisfactory limits is irritating to teachers and can lead to serious dissatisfaction with their jobs. About one-third of teachers who felt that they did not know where they stood, or about 10 per cent of all the teachers, wanted to change jobs for this reason. Supervisors and administrators, especially in small schools, are usually pressed by multitudinous tasks, but they will find that taking time to supervise beginning teachers more carefully and to help them overcome the problems of the first year or two will do wonders in building teacher morale.

DISCIPLINARY SUPPORT

Closely related to the foregoing is the problem of disciplinary support. Although most teachers endeavor to develop self-discipline or self-control in their pupils, there are usually some pupils who require close adult supervision and control. Many teachers find these tasks highly exhausting. One-fourth of the teachers felt that they did not have satisfactory support from administrators in handling disciplinary

situations, and they found this problem so acute that one-third of those lacking such support wished to leave their jobs.

Other studies support general experience in holding that this is a crucial hurdle for the beginning teacher. Many a good teacher could be retained in the profession if she were given a little extra support and guidance by her principal in that first hard year. Too often discipline is considered as something that a teacher "has" or "doesn't have." A more fruitful approach, for teacher morale, would be to think of it as something that a teacher learns under great pressure during her first year.

More than one-third of the teachers felt that there was inadequate opportunity for professional advancement in classroom teaching. Teaching is as yet so undifferentiated that it provides few opportunities, within the classroom, for increased responsibility and broader scope of activity. To achieve these the teacher generally finds it necessary to leave teaching for the related fields of supervision and administration, or to leave the profession altogether. Here is a fruitful area for thought on the part of school administrators and boards of education. How can schools be organized to give the ablest teachers greater opportunity to teach? Why must the promotional path lead them out of the work for which they are best suited?

These 14 critical living and working conditions will supply a first line of attack for school administrators and boards of education concerned with improving teacher morale and, with it, teaching service.

As Norman Fenton has said: "Society owes itself the assurance that all reasonable and possible conditions for effective and happy living are provided by school boards for the classroom teacher and for others in the school system who are to assist in the preparation of youth for participation in the life of the nation. Such effort on behalf of school personnel should by no means be viewed as generosity to them but should be recognized instead as an investment in child welfare and social progress."²

The nation's children will receive the type of instruction they require and deserve only when communities take positive action to provide the occupational climate conducive to good teaching and learning.

²Fenton, Norman: *Mental Hygiene in School Practice*, Stanford, Calif., Stanford University Press, 1943, p. 265.



EIGHTH GRADERS STUDY THE ORIENT AND ITS MUSIC.

Scheduling *MUSIC* in Junior High School

THE generally accepted point of view now is that music should be a continuous stream of experiences through the ninth grade. This means providing opportunity for general music instruction and experience at the junior high school level as well as at the elementary level.

The scheduling of such classes in the junior high school presents a real problem. In attempting to set up an administrative framework that would facilitate the putting into effect of this point of view about music, the public school administrator is confronted with an exceedingly difficult assignment.

In an effort to solve this problem, some school administrators and their staffs have explored the possibility of incorporating music instruction and experiences in the social studies program. In terms of a time schedule this means that the usual allocation of two 55 minute periods per week for music is eliminated. Instead, music instruction and experience occupy on the average from 20 to 30 minutes each day. In other words, music becomes an integral part of the on-going experiences of boys and girls in their explorations of

social problems. In this way music makes its own unique contribution to the solution of problems and to the development of understandings, appreciations and skills that have purpose and meaning to the youngsters.

For this sort of arrangement to function effectively, there must be close cooperation and planning between the social studies teacher and the music teacher. It is not a matter of the social studies person going his own way and leaving the room each day for 20 to 30 minutes while the music teacher takes over. The experiences must be planned jointly and carried out so that each instructor reinforces and extends the other in such a way that the boys and girls have the feeling of a continuous experience leading to certain values.

In those schools in which there is no special person available for general music instruction, the social studies teacher may still provide limited music instruction and experiences. She can accomplish this by utilizing the band

instructor (if there is one) on a consultant basis and by tapping every available resource, including her own enthusiasm and creativeness.

Perhaps it would be well, at this point, to site a brief illustration in order to indicate something of the meaning of this type of organization. For example, one eighth grade group studying the Civil War period found music experiences most helpful. During that portion of class devoted to music, the pupils explored through singing and listening all the available music that was a part of the Civil War period in our country's history. Through these activities, values other than those directly related to the development of music appreciation and understanding and to certain technical aspects of music were realized. For instance, a great deal of emphasis was placed on the effect that music has in building emotion during a period of war.

When an attempt is made to evaluate this kind of arrangement for meeting

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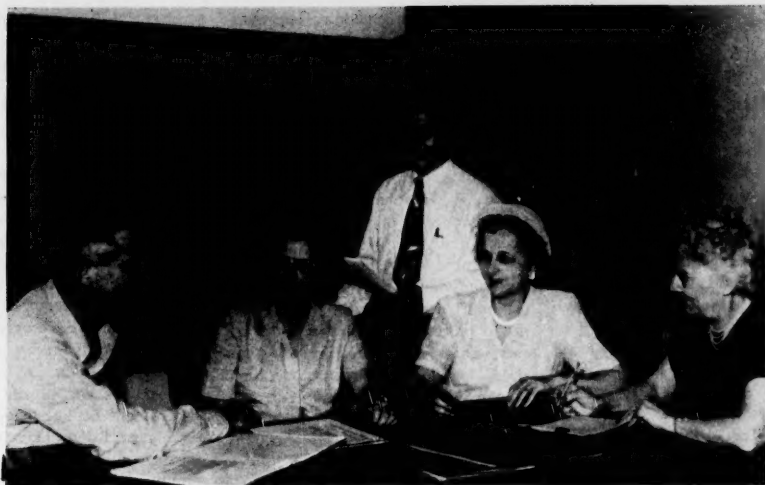


Above: These seventh graders gave an assembly program that grew out of a social studies unit. Theme of the program was "Other Lands Dance and Sing." Flags of those nations included (all members of the United Nations) were used. Below: Ninth graders conducted a panel on problems explored in a study of India. Music was one phase discussed.



administrative and curriculum problems involved in offering general music instruction to junior high school youngsters, a number of advantages seem to stand out. First, observation indicates that the students have better understood and have appreciated more intelligently the music they have studied. Second, a program like this provides another means of studying people and of helping define the culture that is being studied. Third, this organizational feature seems to have solved some of the problems that administrators have faced in trying to schedule music through the junior high school for all the pupils. Another advantage gained by this type of organization is that music is scheduled regularly every day. A still further benefit realized is that music is not likely to be considered an isolated area but rather an integrated part of the total curriculum.

Finally, a schedule such as the one described here makes the schedule of the music teacher regular throughout the week, thus enabling this specialized person to participate in the school program as a whole. This last named advantage carries with it implications for innumerable possibilities that would lead to a greatly enriched program for junior high school youngsters.



South Bend steps up its program of

IN-SERVICE EDUCATION

BETTER Education for South Bend's Youth Through Cooperative In-Service Study" will be the theme and the goal of an intensive three-day workshop to be attended by all of the 650 public school teachers in South Bend, Ind., August 27 through 29. Some members of the public will be there and some of the students, but the basic groups will be teachers studying intensively their own professional problems and practices and weighing them against sound educational theory and research. Each teacher will concern himself with questions he helped formulate in study groups of his own choice.

While the 1951 workshop will be the second preschool conference for South Bend, it will set many precedents. It will include all teaching and administrative personnel; it will cut across all grade and departmental lines; it will be included in the regular school year, and the teachers attending it will be paid at the regular contractual rate for teaching days, and it will mark a long step toward democratic administration of school business.

The basic factors in the genesis of

the workshop are simple. South Bend teachers recognize a responsibility to improve their methods and review their practices in the light of new learnings and new understandings; the school board appreciates deeply that the value of the school is to be essayed in the teacher-pupil-home relationship, and the community is able and willing to ensure its cultural future through adequate investment of attention and money in its children's schools. We all realize that the normal school staff, divided as it is between beginning and veteran teachers and representing many training schools and educational philosophies, needs updating on methods and time to consider cooperatively the ends toward which it is working.

The 1951 workshop represents a long step forward in in-service training for the South Bend system. Through it all the teachers and administrators will share common experiences and study their own school problems. South Bend's modern in-service program emerged from the one-shot, inspirational speech, teachers' institute phase when, in 1945, the board of education sponsored and partially financed

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an Indiana University extension course in speech correction methods for 47 teachers. Since then there has been a steady growth in in-service programs, sufficiently long lived and sufficiently close to home problems to have considerable effect on the learning-teaching process.

Annually since 1945 the board has furnished more money and sponsored more studies for teacher improvement. Committees have met on released time, groups of teachers have worked during vacations, summer school and summer workshop attendance has been supported for special studies, and the board of education has displayed a firm conviction that on-the-job training is among its most pressing concerns.

The strongest single impetus toward workshop method in-service education in South Bend was given by several projects in human relations sponsored by the American Council on Education. Consultants from this project stayed with South Bend teachers from their

first inspirational talk through years of curriculum development, experimentation and application to classroom situations.

South Bend's 1950 workshop made an excellent trial run for this year's meetings. Under the general directorship of G. Robert Koopman, associate superintendent of public instruction for the Michigan State Department of Education, 135 secondary teachers and lay people met voluntarily for three days at South Bend's John Adams High School, in response to a general invitation to secondary teachers.

General theme of the meeting was "Thinking Together on the Realities Facing the Youth of Today." Three sections were set up: "Secondary Curriculum," "The Adolescent and His Needs," and "An Effective English Curriculum." Reaction to it set new highs in teacher enthusiasm. Never before had there been so much evidence of a thoroughly cooperative spirit between administrators and teachers and between buildings and departments. The final evaluation sheets urged continuance of the preschool workshop, making its benefits available to all teachers, and including primary and elementary departments in it.

STUDY CONTINUES

A welcome dividend growing out of the 1950 workshop was a series of five continuing study groups. Throughout the school year these groups developed projects on (1) follow-up studies of drop-outs and graduates, (2) methods in English, (3) school-community relations, (4) newer methods of teaching, and (5) adolescence. It would seem on the basis of the 1950 follow-up studies that preschool workshops are a most effective method of starting enthusiastic in-service programs rather than a method of disposing of one's annual responsibility for on-the-job growth.

The 1951 workshop is a logical outgrowth of the 1950 program. Like its predecessor, it is based on expressed needs of teachers. The first step in organizing the workshop was the election of a planning committee by the teachers. Each building chose representatives and sent them to a preliminary meeting. At that meeting specifications for a questionnaire were drawn up. This form asked open questions on (1) the individual's most pressing personal school problem and (2) the area of study he thought would produce greatest benefits for

the school system generally. This questionnaire was unsigned, and no check was made by building representatives or principals to see if each individual had responded.

About 90 per cent of the teachers returned the preliminary questionnaire, and a committee set to work tabulating. A total of 74 interest fields emerged, with frequency of mention of these fields ranging from 75 to 1. The greatest number of responses had to do with individual differences, classroom technics, evaluation of curriculum, group process, citizenship and democracy, moral and spiritual values, pupil needs, and teacher-parent cooperation. At the other end of the frequency table were subject area fields in minute divisions. In subject area classifications, reading received the highest interest index. At a later, all-day session held on released time, the planning committee reduced the number of interest fields to nine areas of interest common to teachers of all subjects and all grades and to 15 subject matter categories, each of which was to include teachers of Grades K through 12.

The general interest areas set up, and the frequency of initial teacher elections for each, follow: education for all children—how to meet individual differences in ability, capacity and goals (126); newer methods of teaching—how they are related to what we know about how children learn (98); evaluation of pupil growth and progress (49); group process in the classroom (47); attendance, drop-outs, holding power (46); education for citizenship and democratic living (31); better curriculum as a result of teachers, students, parents and lay groups working together (28); social and scientific trends and their implications for the curriculum (24), and audio-visual aids skills, purposes and technics (24).

Parents, new teachers, students and interested lay people, all of whom will be represented at the workshop, are not included in the foregoing figures.

Each teacher was asked to make an election in the group of general subjects and also to choose one of the following subject centered areas, which are listed here in the order of their initial selection: developmental reading (69); integrated subject combinations (69); language arts other than reading (50); elementary crafts and industrial arts (46); social studies (45); physical education (44); creative arts (38); home and family life (37);

science (37); mathematics (37); music (34); guidance (23); business education (12); foreign languages (10), and library science (10).

No effort was made to get teachers to elect the subject areas they were teaching, and a cursory check shows that a considerable number decided to survey fields not immediately concerned with their teaching duties.

Because each teacher chose a general problem field and a subject area for study, articulating the various group meetings required considerable organization. The program as finally worked out calls for five plenary meetings. Meetings of the general problems groups and of the subject area groups will be alternated during the three days. Rooms have been allocated in such a manner that each of the groups will have space in which to subdivide itself into small enough units to achieve effective discussion.

LEADERS TRAINED

In order that adequate leadership will be available to each group, a leadership school has been set up for August 23 and 24. A group dynamics expert will work with the elected planning committee and an additional group in developing skills calculated to make the greatest progress possible during the three days. There will be about 150 people in the leadership school. Invitations have been issued in such a manner that each group will have members who have been recently trained in group dynamics technics.

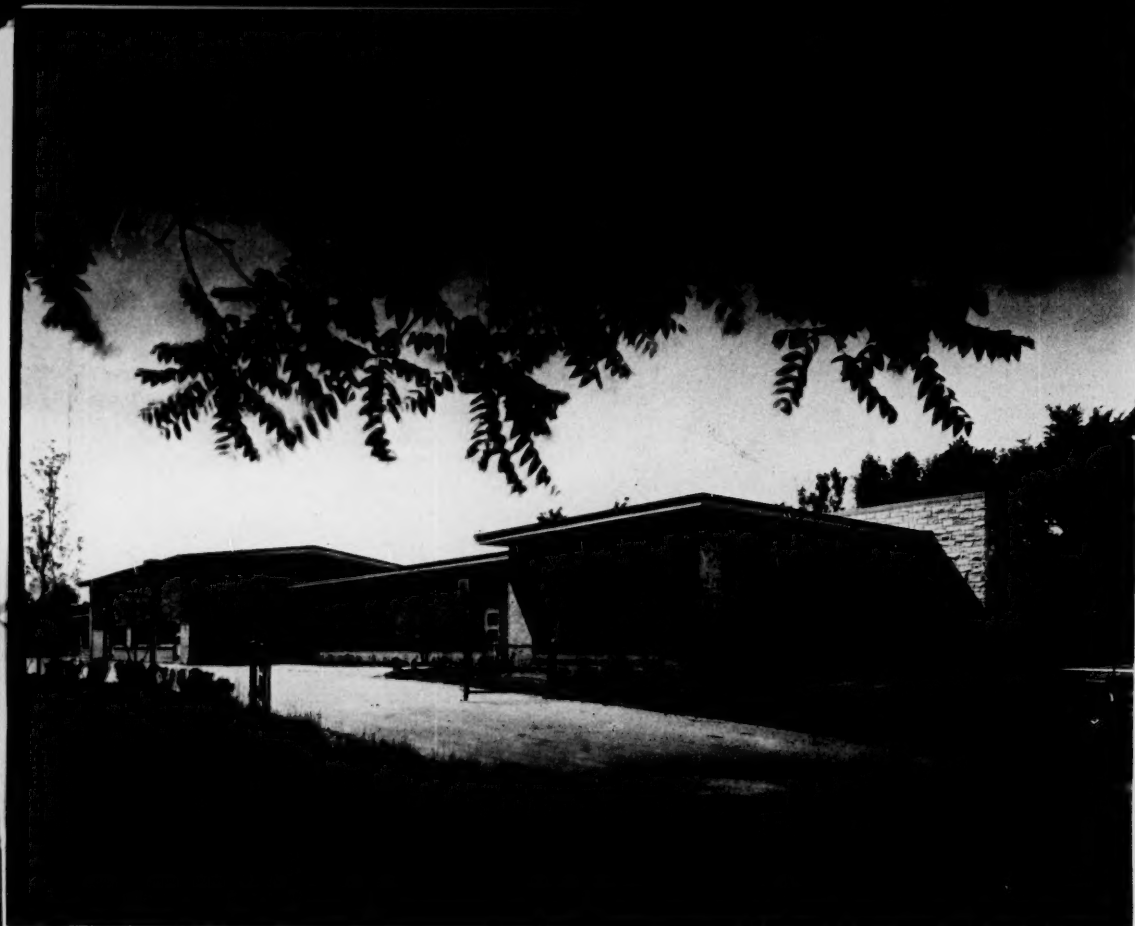
Thus South Bend opens another front in its continuing campaign toward better schools. Years ago we dismissed the three-day teachers' institute because it was a bore; it seldom dealt with the practical problems of teachers, and when it did hit home its stimulation failed to persist. We have recently gone through the committee phase of in-service training in which a small group works intensively, makes great progress, but leaves the bulk of its peers farther and farther behind.

The schools, like the national Congress, have a problem in getting things out of committees. We in South Bend have had a little experience with the workshop method, and we feel that it has great promise. We expect confidently to achieve better school and community relations, accelerate curriculum improvement, and receive encouragement and inspiration in the constant struggle toward greater service to children.

SCHOOLHOUSE PLANNING



Typical classroom at Forest Glen Elementary School, Glen Ellyn, Ill., which is described on the pages immediately following.



FOREST GLEN ELEMENTARY SCHOOL

Opponents of this

ONE-STORY STRUCTURE

have now changed their tune

DOLORES E. HENNING

WHEN 285 children moved into the Forest Glen Elementary School at Glen Ellyn, Ill., in March 1950, they were the first in the district since 1929 to enroll in a wholly new school.

Appropriately, Forest Glen is modern in design and in equipment. The classrooms are airy, bright and cheerful—windows form a large part of the exterior walls, the interior walls are painted or papered in light colors,

and the woodwork and most of the furniture are blond.

The building is one-story high, of brick and lannon stone. To Supt. Mark T. Riedel and his teachers the advantages of a one-story building were obvious from the beginning—it would be, they felt, safer, more adaptable, easier to expand, and easier for small children to get around in. But some of the local citizens were not so sure; they rather thought the building should be a more conventional one, two stories high.

After Forest Glen was completed, Supt. Riedel invited several local clubs to make tours of the school. Now some of the men who were most opposed to a one-story building speak proudly of the many advantages of "our new school."

Forest Glen's main entrance, on the north side of the building, facing the street, is glassed in. To the right, just

inside the entrance, is the administrative suite—principal's office, clerk's office, and storage room for books and other supplies. There also is an office for the school nurse, who spends one day a week in each of the town's schools.

Largest classroom in the building is the L shaped kindergarten; it is 40 by 36 feet, including a 23 foot long workroom area. This room has its own toilet, cloakroom and storage cabinet. All the equipment is scaled to the size of the children. The workroom is rather like part of a modern, efficient kitchen, with a work counter, a sink, and cabinets above and below the counter.

Two walls of the room are lined, under the windows, with book shelves, whose tops can also be used as work counters. Just outside one window is a small plot of ground in which hyacinths and tulips bloomed this spring. The bulbs were planted last fall by the kindergarteners. Each of them placed beside his plant a small stick on which his name was written.

Around the fireplace the wall is random width tongue-and-groove red oak siding. The remainder of that wall is papered, above storage shelves, with wallpaper illustrating the Mother Goose rhyme about Jack and Jill. The fireplace is bordered with glazed tiles from Spain, which relate the story of Don Quixote. Even when the weather is too warm for them to have a fire, the children gather around the fireplace for story-telling.

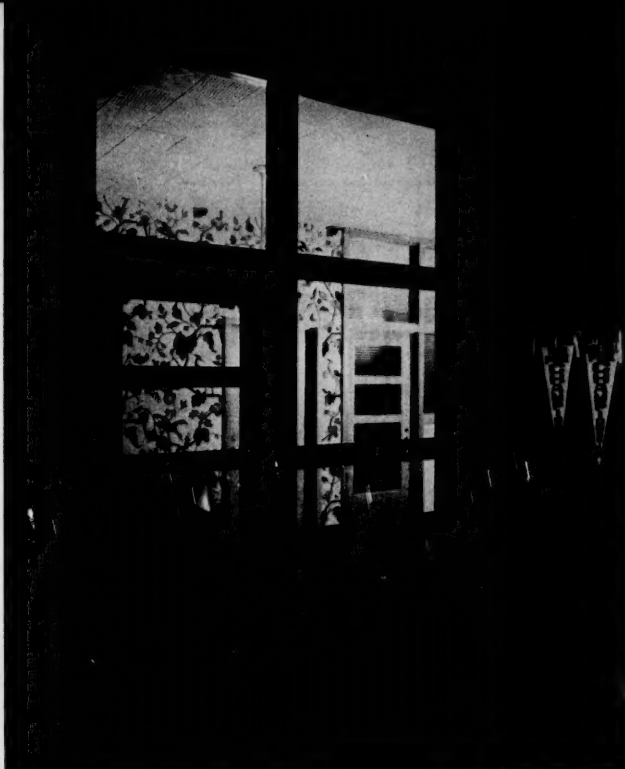
All of the furniture in the kindergarten, including a piano, is blond.

This room has its own private entrance.

The other 10 classrooms, for Grades 1 through 6, are 23 by 34 feet. Like the kindergarten, the two first grade rooms have large storage cabinets, a work area, and classroom toilets. There are gang toilets for the other grades.

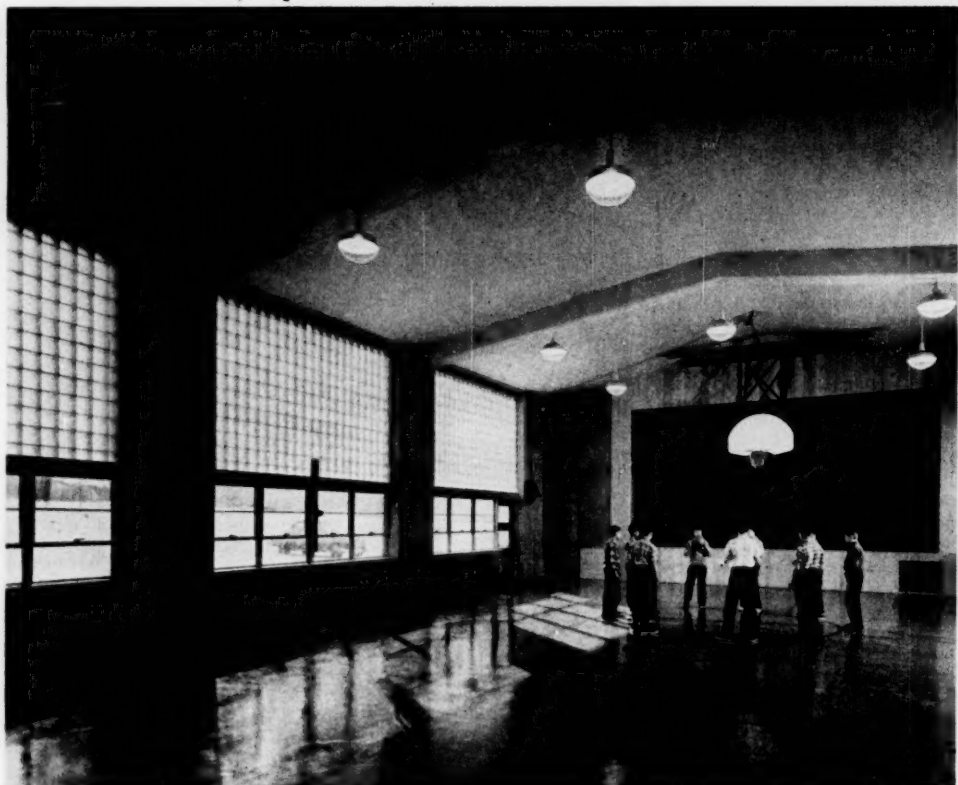
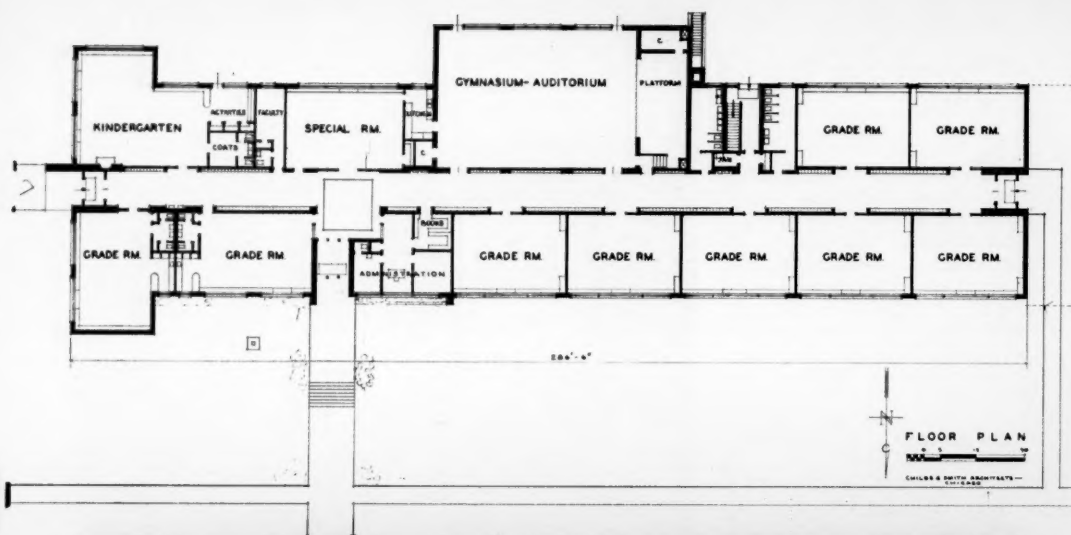
Interior walls of the school are lightweight concrete block painted in combinations of four pastels, green, gray, peach and yellow. For instance, the north and east walls of one of the two

This view from the main entrance foyer is of the visual education and meeting room. Because of an increase in enrollment the room is used as a classroom. Concealed blackboard panels are opened for the pupils' use.



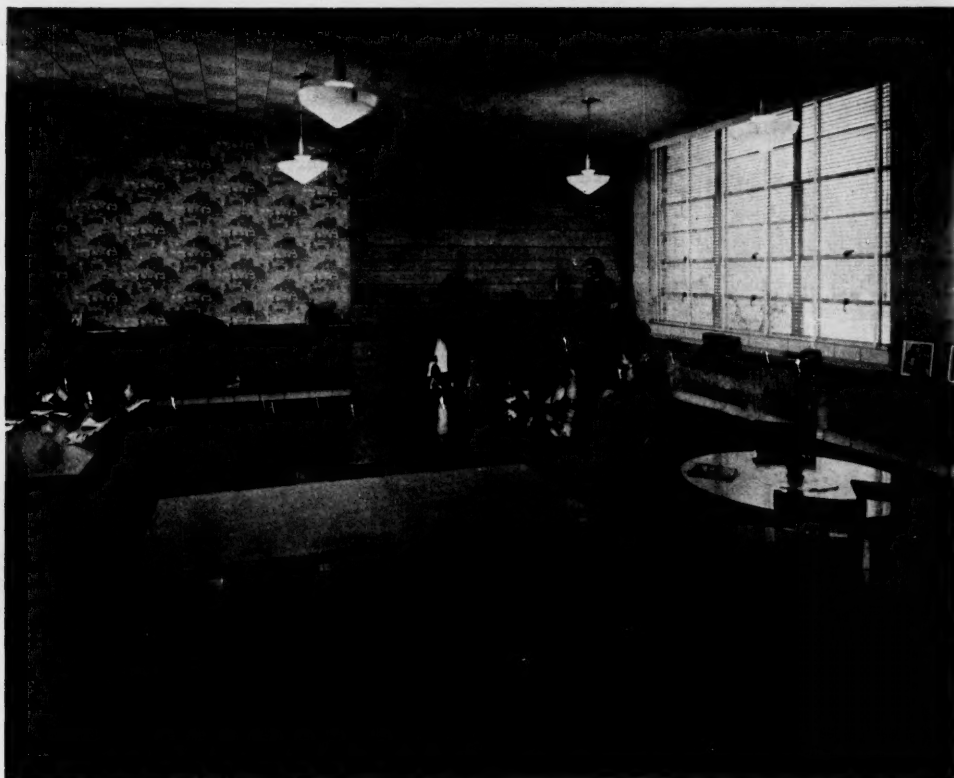
Just off the main foyer of the school are the administrative offices: the waiting room and clerical space; the principal's office, and, beyond the brick wall on the right of the picture, the nurse's office.





When the multi-purpose room is used as a gymnasium, an asbestos curtain is drawn across the stage, and the basketball backstops are lowered into place. Directional glass block panels provide maximum light

without glare, while clear glass vision strips below provide a view and ventilation. The walls are exposed concrete block above a glazed tile wainscot. The room also is used by the pupils as an auditorium.



second grade classrooms are painted gray and the south and west walls, yellow. In the kindergarten, the three offices, and the teachers' lounge, one wall is papered while the other walls are painted. Ceilings are white acoustical tile. Floors are light colored asphalt tile over cement.

Chalkboard in the classrooms is green. There are shelves used for storage under the windows on the outside wall of each classroom. Each teacher has her own filing cabinet for records.

The room directly opposite the main entrance was planned originally as a special room, to be used for visual education and for meetings of the P.T.A. and other groups. However, because of an increase in enrollment this year, it has been converted to a second sixth grade classroom. The corridor wall is all glass; draw curtains were provided to darken the room.

The windows are large steel sash glass areas; venetian blinds are used to control the natural lighting. Glass brick is used to obtain maximum daylighting in the two classrooms on

Kindergarteners like to sit near the fireplace. The fireplace wall is random width tongue-and-groove red oak siding combined with wallpaper.

the south. The artificial lighting is semi-direct incandescent.

The multipurpose room is used as a gymnasium and auditorium and also, occasionally, for community and faculty activities. The room has two entrances from the outside.

One of the activities for which the stage is used is puppet shows. One small boy, possibly because of the presence of strangers, stuttered so that he was unable to deliver a message from his teacher to the Forest Glen principal, Hilda Bansau. Yet half an hour later he spoke clearly and distinctly the lines of a puppet he was manipulating. A speech correctionist working with children who have speech difficulties stages the puppet shows as one means of helping these children.

There is a storage room at the back of the multipurpose room in which athletic equipment is kept. Folding chairs are stored on trucks under the stage.

Adjoining the gymnasium-auditorium is a small kitchen in which food is prepared when the P.T.A. or other groups meet in the school. Forest Glen has no cafeteria because most of the children live close to the school and can walk home for lunch. However, those who bring their lunches can keep milk in the refrigerator in the kitchen. They eat at tables in the basement playroom.

The school has an oil fired automatic steam heating system with fin type convectors and unit heater-ventilators in each classroom.

The school is built of fire-resistant materials; there are seven exits.

Landscaping of the 5 acre site has not yet been completed. The hard surfaced playground is back of the school. A separate playground, with special apparatus, will be prepared for kindergarteners.

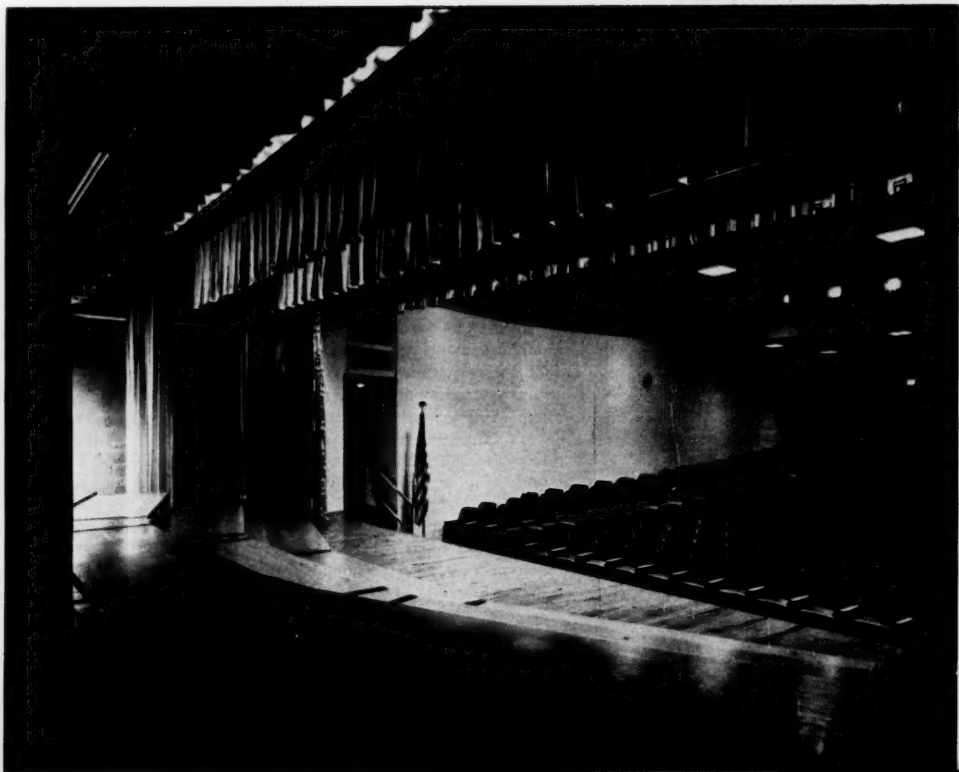
Cost of the building, including the land, was \$353,020. Architects were Childs and Smith.



This auditorium is planned for pupil and adult use in an elementary school.

DUAL-PURPOSE AUDITORIUM

CHILDS & SMITH, CHICAGO, ARCHITECTS



AUDITORIUM CENTRAL SCHOOL WILMETTE, ILL.

MILLARD D. BELL
Superintendent of Schools
Wilmette, Ill.

FEW communities would choose an auditorium in preference to a gymnasium for an elementary school. Yet I found many more convincing arguments a few years ago for an auditorium than the board members could muster up for the gymnasium.

Like most questions, this is not an either-or proposition. Most communities and all educators want both. In practice, however, a compromise is often made in the so-called combination auditorium-gymnasium. Local circumstances have to be considered, even though the combination is not so successful as might be expected and separate auditoriums and gymnasiums are educationally justifiable.

The Wilmette building program includes an auditorium for all schools housing more than 200 children. The Central School typifies the elementary school auditorium deemed essential for today's program. It is a dual purpose room in that it serves both children and adults. The children, however, get first consideration in everything except the size of the seats. This is not unfair to the adults since most of the facilities provided for children are adequate for all other purposes or at least are not too difficult for others to use.

ILLUSION OF SMALLNESS

The first consideration was size. Since this room is for children, and especially little children, it had to be kept small, or it would be frightening, as well as impractical for small voices. (Only one auditorium could be provided or, for that matter, justified.) On the other hand, the school has a capacity for approximately 500 pupils in Grades K to 6. The solution seemed to be a room that would seat about 300, actually 342, with an overhang in the back that gives an illusion of a much smaller room.

A second problem was the stage—size, height, lighting and curtains, and the need or lack of need for a stage

loft. Since group singing is a definite part of the school program, certainly the stage must be large enough to accommodate sizable groups, two or three rooms at a time, or 75 to 100 children. If the main floor were sloped the stage could be rather low, but, even so, provision for making the transition from the auditorium spectator to the performer on the stage was deemed necessary by the primary teachers. So a set of steps that retract under the stage was installed. Children will make their initial stage appearances by coming up these steps, or maybe sitting half way up them so that they can be seen by their classmates while they tell their story or sing their song.

The auditorium is planned for an audience situation, and primary pupils will entertain their classmates, other rooms, or their mothers by auditorium activities. The steps make the room a unit much less imposing or frightening than it would be if children had to enter through the wings. But the wing entrances will seem more professional and, no doubt, more attractive to the upper grade youngsters.

PROJECT ROOM

Thoughtful consideration of the need for a stage loft brought about its elimination, or rather its conversion into a second floor project room. The type of scenery used for elementary school plays rarely lends itself to hoisting into the loft.

So far this description of the auditorium probably makes it sound like a little makeshift playhouse. But such is not the case. It has been planned so that fairly large numbers, more than half the school, can be seated at one time. The stage will hold 75 to 100, and passage to and from the stage is from three assembly points—the corridor, the auditorium, and the gymnasium. So it is not a doll house. However, it is something out of the usual pattern in its decoration and fittings.

The stage has a curtain that covers the entire front of the room, concealing the proscenium arch. This curtain is a bright yellow and brown modern Swedish print. The lower two thirds of the curtain opens, leaving the upper third as a valance in lieu of an exposed arch. The wings and olio curtains are a soft gray, while the cyclorama is a light tan color. Overhead border lights cut shadows and supplement fixed baby spotlights located in the overhang

about two-thirds of the distance of the room from the stage. There are no footlights.

The walls of the room pick up the colors of the curtains. A soft yellow leads out from each side of the stage and along the lower portions of each side wall. The upper portions of the side walls pick up the gray of the olio curtains and blend well with the white acoustical tile of the ceiling. The back of the room has a darker gray at the corners and a soft oak brown in the center between the two sets of natural finished red oak doors.

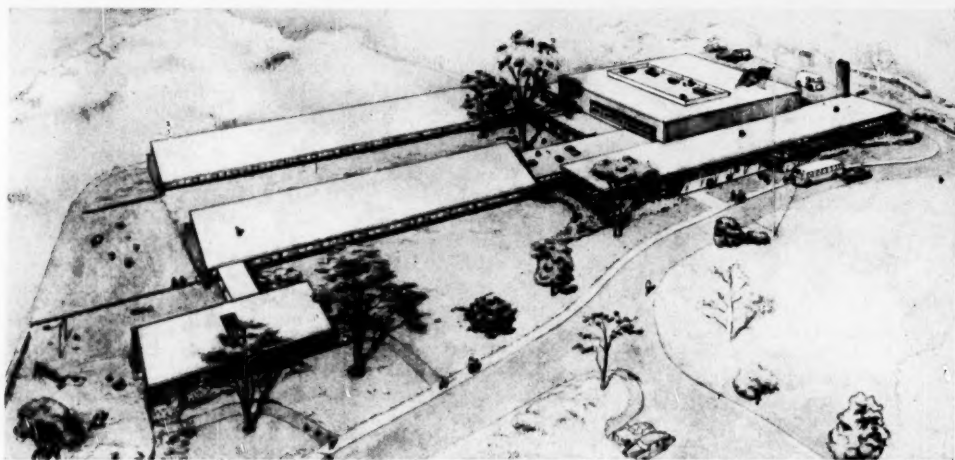
The floor is a light gray except for the aisles and for space between the seating and the stage. This is covered with an old rose colored rubber backed twist carpet. The carpet not only gives a luxurious effect but is an important safety factor on the sloping floor. It (the carpet) is called a justifiable luxury.

This attractive, colorful setting, with eye appeal for both children and adults, is completed by the seating. Here again color is important. The stamped steel adult theater seat frames are a light tan; the corduroy backs and the plastic upholstered seats are old rose. It is a colorful, acoustically treated, comfortable and safe center for group activities.

AUDIENCE SITUATION

Children and parents have a place ever ready for those educational and recreational activities that require an audience situation. Audio-visual programs that two or more rooms want to share can be staged without fuss or bother. Dramatizations, sings, assembly programs, band or orchestra programs, or oral reading are samples of the many children's activities for which this auditorium is used, while the adults find it to their order for parent-education and P.T.A. meetings, little theater programs and lectures.

This elementary school auditorium is always ready for the purposes I have mentioned. It provides the proper equipment, atmosphere and comfort. There is no chair moving, setting up of a temporary stage, or wheeling a basketball goal away from the proscenium opening. Furthermore, there are no conflicts with physical education or the weather man on scheduling. Here is an invitation to group sharing of music, drama, reading and discussion. The stage is set, the facilities are comfortable, and ambition to be an actor calls.



MANCHESTER MEMORIAL SCHOOL, MANCHESTER, MASS.

Entire school system will be

UNDER ONE ROOF

THE Manchester Memorial School will combine in one new building the entire school system of Manchester, Mass., which now functions in three typically dreary, obsolete structures. At the same time it will provide for the town community facilities not presently available but very much needed.

Four laymen worked with the school committee on long-range educational and community requirements. The outcome a year ago was a decision to design a building for 500 pupils in kindergarten through high school with shop and homemaking facilities, a 350 seat auditorium with stage adequate for dramatics, a gymnasium, a cafeteria-youth center, and a health unit. The upper four high school grades for 150 students were to be located in a wing, the construction of which could be deferred until later.

The K-8 portion of the building is now under construction; a recent special town meeting has voted to carry through with the high school wing. In addition to these two construction stages, provision has been made for the future addition of four more elementary classrooms and a second kindergarten.

The K-8 building contains 825,000 cubic feet. Cost of the building, for

CHARLES G. HAPGOOD

Superintendent of Schools
Manchester, Mass.

construction, including site work, fees, furnishings and committee expenses, will be \$887,000.

The classrooms measure 27 by 32 feet. They deliberately were made squarish in shape, without alcoves, to achieve the maximum flexibility in the maximum area for various types of activities. They have built-in cupboards and storage spaces sized to the materials that must be kept there. Work counters, sinks and drinking fountains are at appropriate heights for the pupils who will use them. The first two classrooms have toilet rooms adjacent. Individual table-desks and separate chairs are provided for all pupils. For the primary grades the table-desks are of the open box type; for the upper grades, the lift-lid type. By special specification, the table-desk tops are of laminated plastic, finished in blond birch, to reduce the expense of resurfacing every few years. Kindergarten and classroom tables are finished with the same material.

The kindergarten similarly is a functionally designed room, 30 by 43 feet, with an all-glass wall at the south end

FRANCIS V. BULFINCH

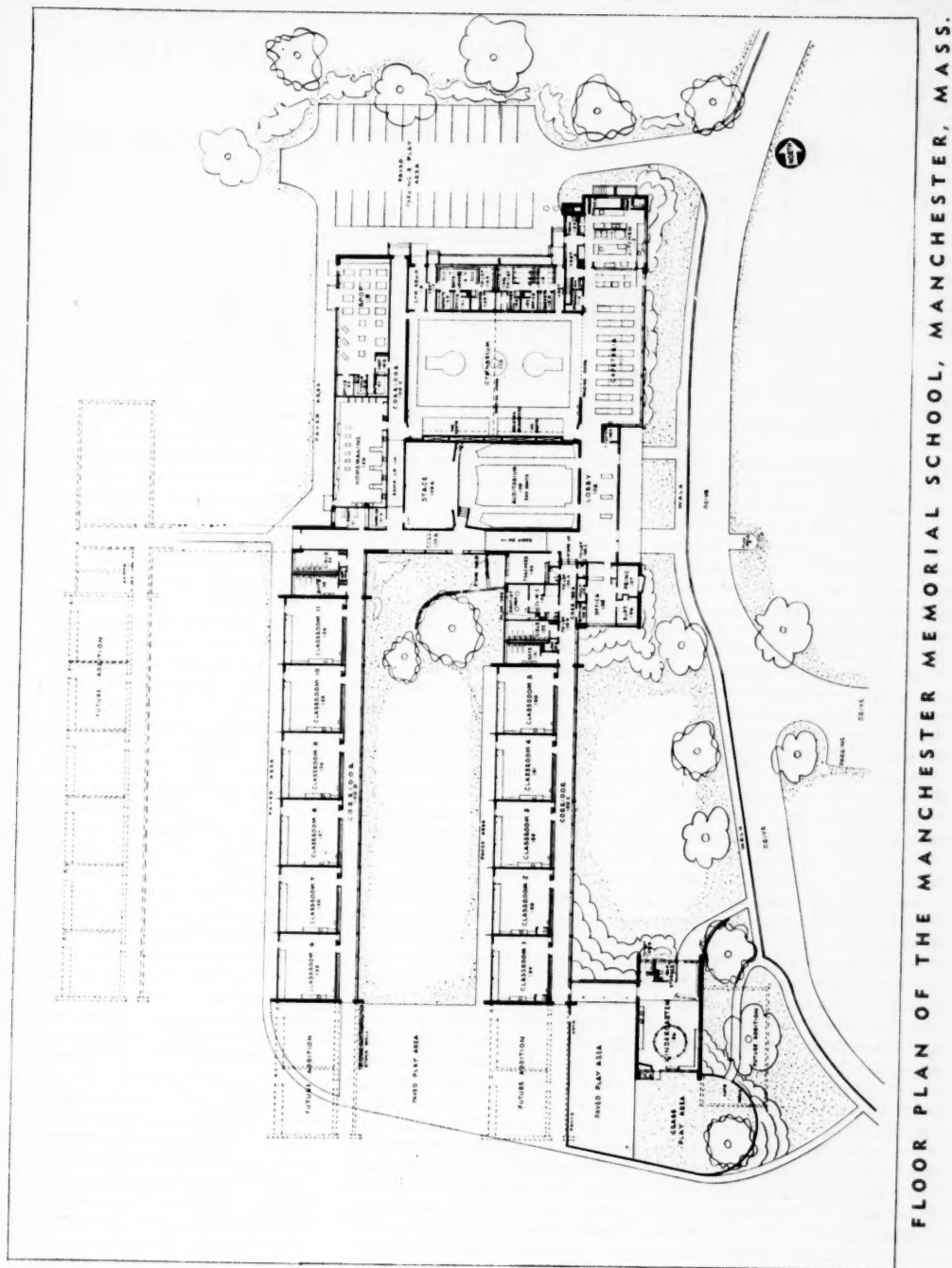
Coolidge Shepley Bulfinch & Abbott
Architects, Boston

overlooking the outdoor play area, and a toilet, storeroom and clothes vestibule at the north end.

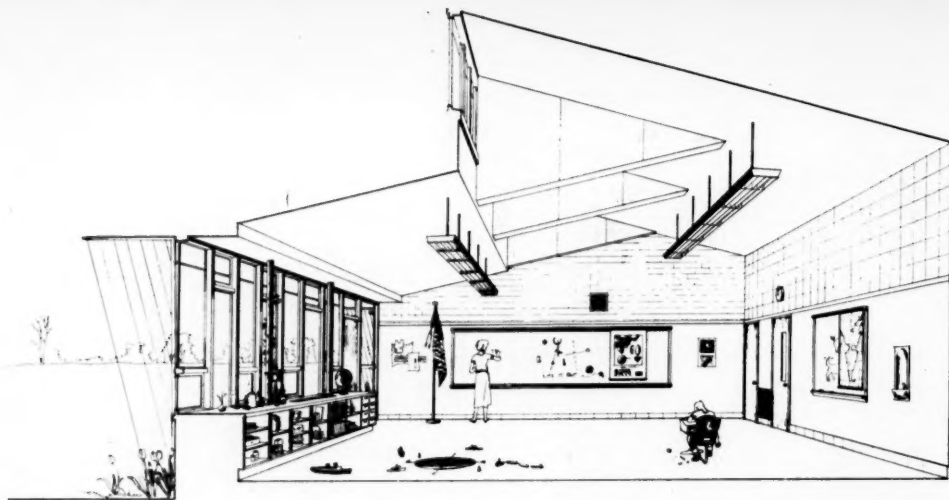
There are general shop and homemaking laboratories available for the upper grades. Power and hand tools, unit kitchens, and other housekeeping equipment will give ample opportunity for young people to learn practical arts (skills) as part of their total education. A graphic arts room will be placed in the high school wing.

The auditorium has 350 fixed seats. The room has plaster side walls, acoustical side pockets and rear wall, and an undulating wooden "sounding board" ceiling; excellent acoustical properties are expected. The stage is large, with a complete cyclorama set and a full three-color dimmer board.

The gymnasium measures 60 by 83 feet and has folding bleachers for 200 persons on one side. Although this size will not quite accommodate a regulation high school basketball court, it is considered ample for the requirements of a small town. It can be divided for simultaneous use by both boys and girls, and locker and shower facilities



FLOOR PLAN OF THE MANCHESTER MEMORIAL SCHOOL, MANCHESTER, MASS.



Cross-section of a typical classroom in the Manchester School.

provide for a complete physical education program from Grade 4 through the high school. Three hundred and fifty pupils can be accommodated here with the "basket system" in operation.

The cafeteria will accommodate 180 persons at a sitting, and the kitchen equipment is sufficient to serve three groups successively. During off-school hours this room will be used by the community as a youth center. A folding partition opening into the gymnasium permits the expansion of that space so that up to 1000 persons may be seated at Town Meeting, a special requirement voted by the town.

The health unit includes a dental room with two chairs, an x-ray unit, and a darkroom, since all children through Grade 8 receive free dental care. A school nurse and doctor have a special room with two dressing cubicles for children receiving physical examinations.

When the need for civil defense became apparent, space was allocated in the large basement storage area for the civil defense organization to set up its control center. No special bomb-proofing is being provided.

The site is a tract of approximately 16 acres. The main entrance has been deliberately brought in from a side street, rather than from the main road, because of a dangerous curve in the main road at the school property. Orientation of the classroom wings approximately north and south was considered desirable. Various classroom cross-sections were tried. Because large and nearly square classrooms were desired, it was necessary to use clerestory

windows to light the rear portions. It was finally decided to face the classrooms west with all the light coming from the west so that there would be no morning sun, and, therefore, sun control would be needed only if late afternoon classes were held.

BASIC CONSTRUCTION

The construction of the building consists basically of concrete foundation walls, concrete first floor with asphalt tile (except for wood framing and finish in the gymnasium and shop areas), steel super-structure frame, brick walls with wood window and door frames, and a 2 inch wood plank roof. The classrooms, which are too wide for wood framing, are spanned by steel bents on steel columns filled with concrete approximately 10 feet on centers. The kindergarten has brick cavity bearing walls with wood roof trusses. Other roofs are flat and are framed with light steel joists. The 60 foot gymnasium span has joists 3 feet deep, 7 feet on centers.

Several methods of heating the building were studied. At a slight additional cost above the minimum, a central-split system was decided upon for the classrooms. Each classroom wing has a radiant heated floor which will maintain a temperature of approximately 55°F. For each wing a central fan room, built under the toilet rooms, will supply 60° air through a tunnel beneath the classroom windows. In a branch at each classroom, a booster heater, thermostatically controlled, will raise the air temperature to produce the desired temperature in

the room and at the same time provide all the forced ventilation required by the rather stringent laws of Massachusetts. Exhaust air will be returned through a common floor duct beneath the corridor to be exhausted or recirculated. The main lobby and the cafeteria with their large glass areas will be heated in a similar manner.

Other portions of the building will be more conventionally heated. One central fan room beneath the gymnasium contains all ventilating apparatus for the auditorium, gymnasium and cafeteria.

The plumbing installation is conventional. The building has a sprinkler system. The cost of sprinklers for the entire building will be amortized in approximately eight years by reduced insurance rates. Electrically, the interesting points are the two rows of continuous fluorescent fixtures in the classrooms, the cove and pinpoint lighting in the auditorium, the three circuits throughout the stage on the dimmer board, and the one-way public address system for broadcasting voice, records or radio to all parts of the building, with return communication to the main office by a house telephone system utilizing public address wires.

In choosing equipment for the school, it was a prime consideration to plan to reduce future charges for maintenance. The custodial equipment and facilities are such that two persons can care for this building adequately. By spreading this service over the day from 8 a.m. to 10 p.m., the building can be made available to everyone. The greater the use of the building, the better the return on the investment.

FACULTY MEMBERS AND STUDENTS CAN HELP

THE SUBSTITUTE TEACHER BELONG



A FEW years ago our resources were mobilized to improve the effectiveness of the daily substitute teacher. After three years of trial, and some error, six aspects of the program have emerged: "Home Rule" in selecting the substitute, meetings for orientation, preparation of a handbook, material aids, the conditioning of students to cooperate, and a consciousness on the part of teachers, supervisors and principals of the necessity of helping the substitute belong.

During the last school year teacher absences necessitating the hiring of substitutes averaged six per day in the Lakewood schools, which employ approximately 300 teachers, and totaled nearly 1300 days of daily substitute teaching. A study made by Kuhlman, as reported in the "Encyclopedia of Modern Education," shows an average yearly absence of 5.28 days. Such an average applied to the thousands of teachers in America indicates a sizable amount of time served by the substitute teacher. How *profitably* the substitute serves, we believe, depends largely upon the degree to which she is given a *sense of belonging* and all the materials, tangible and intangible, out of which effective teaching is created.

First, and basic to the plan, are a few simple measures of reorganization which permit the principals to call their substitutes. The concept that each school is a unit, with a separate soul, so to speak, as against centralization of authority in the headquarters, was the issue involved.

The standard practice of initial employment is maintained. Monthly, a list of approved substitutes is forwarded to each principal; extra copies are included for home, office and pocket. The plan seems well suited to cities up to 100,000 population. The principal knows when the substitute

was called and when he may expect her. He can give her more pertinent information concerning the group she is to work with than a clerical person from a central office can. The primary consideration of the latter might naturally be the substitute's priority on the list or the number of times she has already been called, rather than her special fitness for the assignment.

PERSONALIZES SERVICES

The new system tends also to personalize our services. Annually, in the fall before the opening of school, and as new names are added, the principal receives a biographical sketch of each substitute on the list. Principals tend to get the person they prefer or "know the reason why."

The director of elementary education has half-day meetings soon after school opens in the fall, conferring with substitute teachers for the kindergarten and first three grades in the morning and substitutes for the upper elementary grades in the afternoon. Those newly employed visit the schools in which they hope to teach.

The substitutes discuss and retain the "Handbook for the Daily Substitute." It has 11 stencil duplicated pages and contains six sections: The Substitute List; Calling the Substitute; Responsibilities of the Substitute; Responsibilities of the School to the Substitute; Pay-Roll Time Slips, and Substitute's Report to the Principal.

In addition to the regular teacher's paper or material preparation for her absence (any seating charts, lesson plans, building guides, and daily school schedules) there is, especially in the secondary schools, a still more important kind of student *preparation* for the day with a substitute teacher. This is in the form of a class well oriented in the purposes and procedures of the regular teacher. Student government

MARTIN W. ESSEX and STAFF

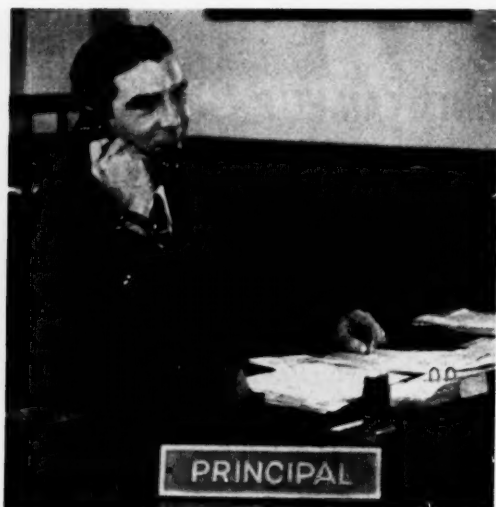
Lakewood Public Schools
Lakewood, Ohio

day, a term used to indicate a day students assume the adult positions in the senior high school, is accepted generally as an asset in better conditioning the students and making them more appreciative of the difficult position of a substitute.

An "assistant teacher" whose name may appear in the class book or whom the class may name may be more helpful to a substitute than several pages of written or printed material. A teacher hurrying from a last hour class to a faculty meeting or extracurricular activity could not be expected to leave every afternoon—against the "some day" of accident or illness—full details as to her philosophy, purposes, media and special requirements for each class. But the top student or the combined top two or three should understand and can be helpful. Even a slow group will have its helpers.

The old "game of giving the substitute a hard time is not in keeping with the friendly, wholesome and helpful outlook that is so significant in the life of the mid-century American school. Courtesy and respect for the individual, newcomer or old friend, are cardinal principles that professional personnel fully observe. So do boys and girls when they see these principles practiced daily.

When helped to understand that the substitute is frequently a well-trained, properly certificated person, pupils better appreciate her problems. To replace the mischievous pupil chorus of "Hey, a substitute!" with a courteous welcome that befits a guest appears to be a worth-while challenge to modern education. In such a congenial atmosphere, the substitute is a more effective temporary staff member.



Some comparisons and

"INTERCOM"

EDWARD M. VODICKA

Teacher, Casis Elementary School, Austin, Tex.

DURING the last decade the use of the speaker type of public-address systems in elementary schools has become fairly widespread. Undoubtedly the use of such equipment in secondary schools influenced its extension to elementary units.

Although speaker systems offer a number of instructional and administrative advantages, another type of intercommunication system is being found particularly adaptable for use in elementary schools. It is the intraschool telephone system. This article will describe its use in the Casis Elementary School, which is operated jointly by the University of Texas and the Austin Independent School District, where its use has been observed closely since the opening of the school on Jan. 29, 1951.*

Proponents of central sound systems with speaker units in each classroom have emphasized heavily the administrative and instructional uses of the systems. Announcements dealing with student activities, as well as school routine, do, of course, serve administrative functions, and the system provides a convenient channel for the dissemination of emergency information.

Chief instructional advantages ascribed to the *speaker type* of unit are that (1) the outside world is

brought to the classroom by means of the built-in radio feature found in most of the better sets, (2) speech and microphone technics can be taught to pupils and (3) recordings can be made, since many of the newer units have recording devices.

The *intraschool telephone*, on the other hand, is primarily an administrative device to expedite communication between the classroom and the principal's office. Schools installing telephone equipment would of necessity, then, need to obtain record players, tape and wire recorders, and radios to implement the instructional program.

As a teacher who has had access to both kinds of equipment, I feel, on the basis of experience, that the telephone system, augmented by portable record players, radios and recording equipment to be shared by the teaching staff, perhaps meets the needs of a typical elementary school somewhat better than the speaker units do.

Strictly as a communicative device, the telephone appears to be more efficient, quicker, more private, and less disrupting than speaker systems. There are few interruptions of classroom activity incident to its use, and messages relayed are, if necessary, semi-private in nature. Each classroom teacher can initiate a call to the office at any time. The annunciator panel in the office indicates the number of the room initiating the call in the event the call cannot be answered immediately. A buzzer in each classroom

serves to announce calls from the office. Its sound is neither loud nor disrupting.

From an elementary school teacher's point of view, it is more satisfactory for individual teachers to use the portable radios, record players, and recorders within their own classrooms from time to time than to have comparable equipment incorporated into a central sound unit in the office.

The portable units permit much greater flexibility of use without the added difficulties involved in metic-

TABLE 1—Cost of Equipment and Installation of Public-Address Speaker Systems in 10 Elementary Schools

School	Classroom Outlets	Total Cost	Cost per Room
A	24	\$2570	\$107.08
B	30	2000	66.66
C	24	2800	116.66
D	16	1720	107.50
E	16	800	50.00
F	33	2900	87.88
G	10	600	60.00
H	18	1950	108.33
I	24	2350	97.92
J	30	2750	91.67

Average cost per classroom outlet \$ 89.47

TABLE 2—Cost of Equipment and Installation of Intraschool Telephone Communication System in One Elementary School

School	Classroom Outlets	Total Cost	Cost per Room
Casis	28	\$1715	\$61.25

*Otto, Henry J., and Edgar, J. W.: Demonstration Center for Elementary Education in Texas Is Joint Project of Public Schools and University, Nation's Schools 45:40 (June) 1950.

experiences with

SYSTEMS in

elementary schools



A call from the principal to a classroom teacher on an intraschool telephone system appears to cause fewer interruptions of classroom activity than would be caused by a school public address system.

ulous arrangements and prearranged signals with the office staff. Overlap in scheduling of central equipment is thereby eliminated, while the classroom teacher is allowed greater individual opportunities to plan and direct a program of classroom activities in which audio equipment really becomes functional.

I have observed that radio broadcast reception is frequently better if a radio is within the classroom rather than in the office. Tuning is much more accessible to the teacher. The same is true for record players. Elementary speech and microphone techniques can be taught in the classroom by means of tape and wire recorders in the informal, familiar environment of the child's own classroom. Although such factors may appear to be trivialities, they are significant to elementary classroom teachers who are conscientiously striving to provide good school programs for children.

Tables 1 and 2 were compiled to indicate comparative costs of both types of equipment. Table 2 shows the cost of the intraschool telephone system in the Casis Elementary School. In addition to the telephone outlets in the 28 classrooms there are outlets in the boiler room, the cafeteria, the teachers' lounge, the custodian's room, the several pupil-personnel rooms, and the library. Altogether there are 47 telephone outlets in Casis school. The cost per outlet is \$36.50, whereas if only classrooms are used in the calculation the cost per room is \$61.25.

The data for Table 1 were gathered from recently constructed elementary schools in Texas and the Southwest. Variation in cost of the public-address speaker systems is caused primarily by the quality of equipment purchased as well as by the number of accessory features, such as built-in radio, record players, recorders, annunciator units, and radio channels. It is of significance that the average cost of the speaker units exceeds the cost of telephone units by some 30 per cent. In a newly constructed elementary school of 24 classrooms, then, this 30 per cent difference in the initial cost of equipment and installation would be sufficient to allow for the purchase of a number of portable record players, radios and recorders.

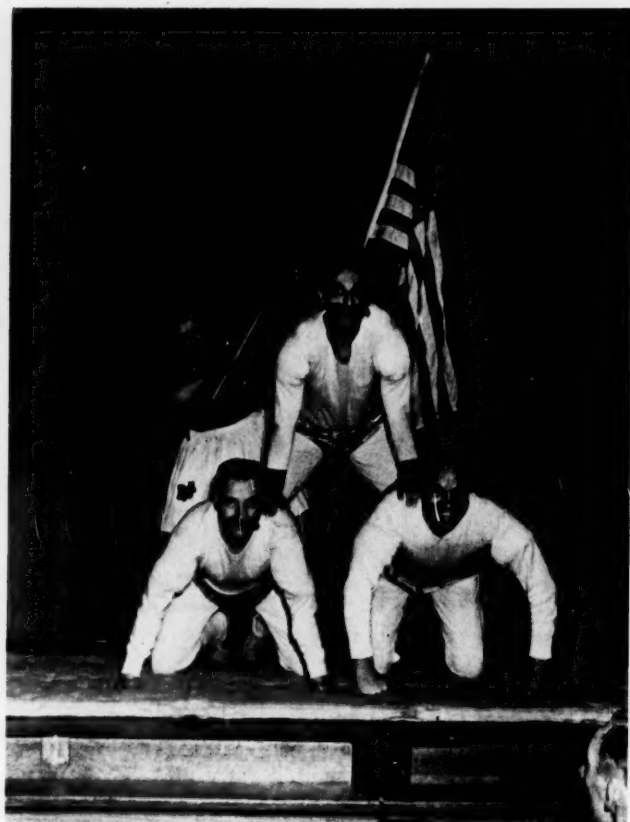
Careful observation of the use of telephone intercommunication in the Casis school has indicated that the principal's secretary, who normally handles most of the office calls, does not appear to find the frequency of use of the equipment burdensome. The average number of calls to each room varies, of course, from week to week, but rarely would the necessity arise, if the system is used judiciously by the professional staff, for more than a

dozen calls per week to any one of the classrooms.

The principal feels that the secretary's time is monopolized to a greater extent by the outside telephone than by the telephone intercommunication system. He also feels that a part of the secretary's time would normally be allocated to taking care of either the speaker unit or the telephone unit. This is justified, of course, by her being enabled to assist materially in matters of administrative routine. Unless judiciously used, however, the telephone system could become somewhat interrupting and time-consuming, as could also the speaker type of public address system.

Cost of servicing the telephone intercommunication equipment in the Casis school has been negligible during the first semester of operation. The equipment appears to be sturdy and durable, and it functions efficiently.

The factors of lower cost, greater flexibility of use, and expanded educational benefits resulting from an adequate program made possible by a telephone intercommunication system and audio equipment might well merit serious consideration in the future planning of elementary schools.



This was the finale of one of the acts of the Home and School Association Show. Top man is the dean of boys; the dean of girls holds flag.

Home and School Show

**gives the parents and teachers an opportunity
to become better acquainted with each other**

FREDERICK M. RAUBINGER

Superintendent of Schools
Ridgewood, N.J.

TICKETS had been sold out for days in advance. The auditorium was filled, and it was time for the show to begin. Three parents, two businessmen and a housewife, took their places and began to play the three-piano overture for the fourth annual Jamboree of the Ridgewood High School Home and School Association. House lights dimmed, the curtain opened, and the Glee Club, 16 fathers, swung into the opening number:

Clear the way

P. T. A.

And we pray that you'll say

It's gigantic — colossal —

stupendous, and more

As parents and teachers

appear on the floor.

Here we go

With the show

Part the curtains and display

All the laughter — excitement

— and pleasures galore

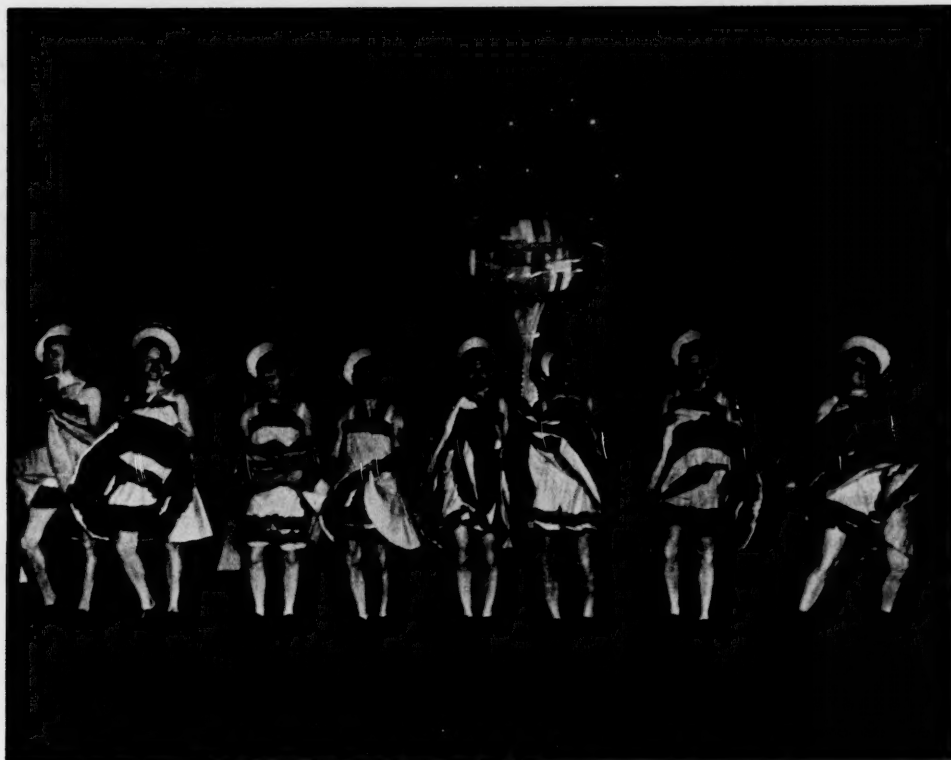
P.T.A. — take it a — Yes, take

it a — Yes, take it away.

For more than two hours the audience was entertained with a lively show which had been written, staged, directed and produced by parents and teachers, working together to raise money for the scholarship fund. The \$1400 net profit turned over to the scholarship committee represented the tangible results of weeks of work, of rehearsals over the week ends and in the evenings, and of two successive performances to capacity audiences.

Raising money was the goal which the committee of parents and teachers had in mind almost five years ago when the idea of the show was conceived. As the years have gone along, however, both parents and faculty have come to see that the by-products have value which cannot be measured in dollars but which may well in the long run be more significant than the immediate material reward.

We hear a great deal about the importance of public relations. We hear of criticisms of the schools, and we are encouraged to make more and more information available to school patrons and other citizens. We are advised of ways in which schools and parents may be brought closer together in an effort to allay the fears and the unfounded



Four parents and four teachers took part in a burlesque of a number danced previously in the show by women. The high school principal is third from the left; the Home and School head, second from the right.

doubts of lay people concerning the work of the public schools. To do whatever we can to establish good relations with the public is, of course, essential.

One of the reasons for doubt and the milder forms of distrust between school personnel and parents is simply that neither the school teacher nor the parent has enough opportunity to know the other as a person. There may be conferences between teacher and parent, between principal and parent, but in almost every instance the conference is centered on a problem or a question concerning the parent's child. The relationship is seldom the free and easy one of person to person, but rather of child to teacher, with the parent taking the place of the child for the purpose of the conference.

This is not intended as a criticism of conferences, which are necessary and are valuable. It is only to say that they leave something to be desired in the establishment of the kind of relationship whereby the two parties get to know each other simply as human beings. Also, many parents, particularly of high school students, seldom or never

have such conferences, either because there seems to be no need for them or because, as often happens, students will do almost anything to discourage such an association.

Therefore the picture of the teacher or the principal that exists in the mind of the parent may be gathered from scraps of dinner table conversation, chance bits picked up at a bridge party, or the remarks of someone who does know the teacher or principal but whose reaction is not altogether flattering. As for high school students, it is notoriously true that they may have great affection for a teacher but in an attempt to be amusing may sketch only those choice vignettes which leave the impression that the child's teacher is a buffoon, a crackpot, or worse.

The Jamboree is a healthy thing because it brings parents and teachers together in a joint enterprise not immediately associated with "Education."

It is a good ground for friendships and understandings based upon shared effort. In one number, one of the serious ones, 16 mothers sang in a Valentine setting. They had been coached for weeks by the school's music supervisor. They had good voices. They sang well. They had a good deal of respect for the supervisor after the show was over. The banker and the lawyer found that the man who had chosen to become a school teacher was certainly not a spineless person who couldn't make his way in the world and that he was really a pretty good fellow.

Take the scene called Vacation Days — setting Hawaii. The directors discovered a father who played the ukulele and sang, not just passably but very well indeed. Then the women did a grass skirt dance, and the men followed with a burlesque. The comedian turned out to be the teacher of auto mechanics. His name is Mr. Palmisano, but every-

one was calling him Leo, and the principal was Ellis, and the parents were Nort and Wally and Ann and Ruth.

In the early days of the Jamboree someone suggested that they see how far they could go in upsetting the dignity of the dean of girls. Instead she upset the composure of everybody else and since then usually steals the show. This year she was Diamond Lil and sang "Diamonds Are a Girl's Best Friend." She was "loaded" with "ice" lent by a local merchant who specializes in costume jewelry.

There were a good many scenes in this year's production, some funny, some serious, all well rehearsed. Fourteen women modeled bridal gowns, showing the changes in fashions since 1900. The teachers who modeled and the parents who modeled all looked pretty, and you might not have known which was which if you didn't have a program. The Komely Kicking Kuties were all right, too. They put on a chorus act similar to the acts in the old Lyceum Theatre. The whole cast appeared before the finale, dressed in caps and gowns, to burlesque the high school graduation. The father who played the superintendent of schools and the one who acted as the high school principal went through the exercises with the ceremony geared to the routine of Gallagher and Shean:

"Will they graduate, Mr. Raubinger?"

"Absolutely, Mr. Brown."

Ridgewood is a "commuting" town. It is estimated that 3000 men board trains for New York City every working day. It is difficult for fathers to know a great deal about the school at first hand. Most of them return from the city after 6 in the evening. In spite of the rigors of a commuter's life, these men and their wives gave many hours to the work of the Jamboree. One man wrote the words for the songs and adapted them to the music. Others acted, worked on the staging, helped in the direction, assisted with the business details.

Teachers gave equally as much time and effort. One hundred thirty-five parents and teachers appeared in the show. More than 250 others helped with costumes, staging, make-up, programs, sound and lighting, properties, publicity, scenery, tickets and ushering.

There are a few morals to be drawn from our experience with the Jamboree. One is that it is less likely that a person will have mistaken notions about some-

thing or someone he knows well. There will continue to be problems in your schools, and ours, that will require a parent to talk with a teacher or with a principal. But I believe that so far as we are concerned there will be more good feeling and less misunderstanding if the parent and teacher have both worked on the Home and School Association show.

Another is that attempts to achieve rapport between home and school, parent and teacher often seem to come to little when the medium is exclusively something allied to education. Education can be a dull subject. I suppose that selling steam boilers could be dull, too, if the salesman and the buyer confined all of their relationship to the

subject of boilers. The good salesman, along with his knowledge of his product, probably develops confidence in himself as a person and friendship on some other basis, and then, if he has a good boiler at a fair price, he sells it.

We cannot rely exclusively upon printed material about schools and school teachers in our attempt to build understanding. Printing at best is an abstraction. At the worst it is received as "school propaganda." What a parent wants to know, fundamentally, is, "What kind of a man is Mr. Smith who is teaching my child, today, in the English class?" If parents could know personally all of the Mr. Smiths who are teaching their children, many of their doubts would disappear.

NEEDED: MORE CONCERN

STEPHEN ROMINE

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Director, Bureau of High School Counseling and Accreditation
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THERE never has been a school that could not do a better job, and only as a school strives to do a better job can it expect public faith and support. There seems to be an overemphasis on the non-instructional aspects of the school to the neglect of those that are more definitely a part of the educational program.

Discussions with teachers and administrators, visits to many schools, and the results of school surveys suggest four areas in which top level leadership is called for: (1) curriculum, (2) guidance, (3) library and (4) pupil activities. In each of these there are weaknesses that indicate where the school administrator may be of real service.

1. Schools usually have a statement

of philosophy and objectives, but in many cases it really does not mean much to teachers and pupils. It may sound well, but in terms of what goes on in the classroom it possibly affords little or no guidance. The typical curriculum is subject centered, and often it is not exploited to yield maximum benefits to boys and girls. Deliberate and planned correlation of courses of instruction is the exception rather than the rule. Community problems, youth interests and needs, and outcomes other than academic information and skills repeatedly are ignored. Classroom procedures many times are outmoded and inefficient.

2. Far too many schools have a crippled guidance program. Basic pupil information is lacking. In some schools

few or no organized counseling services are available. Lack of time, trained personnel, and material frequently reduces the effectiveness of the existing program. There is need also for *more use* of the pupil data available in some schools. Orientation and preregistration programs provide opportunities for guidance, which are not as common as they should be.

3. The school library should serve as a laboratory of learning. In addition to trained personnel, this necessitates an adequate amount and proper distribution of books, periodicals, pamphlets, charts and other materials. Many schools are weak in these respects. Library services should be used efficiently by pupils and teachers. This poses prob-

ship is essential, and only if pupil activities contribute to sound educational objectives should the program be maintained.

Many of the things that can be done by alert and interested administrators are simple and obvious. Perhaps these very characteristics contribute to their being overlooked. Most needed is the will to do things despite other obligations and problems. This determination, plus an evaluative attitude, alertness and energy, is essential to any intelligent program of action.

Some means of providing administrative leadership are:

1. Demonstrate determination to improve by doing at least one project in improvement each year.

community and on a wider level of participation.

7. Develop and work with committees to deal with many problems and projects related to the educational program and also to other aspects of the school.

8. Establish a sound program of public relations as an essential to educational change and improvement.

9. Provide opportunities for teachers to visit other teachers and other schools to observe promising practices in action.

10. Develop teachers' meetings on the basis of the needs and problems of teachers, conduct them democratically, and avoid calling unnecessary faculty meetings.

11. Establish an evaluation program that will help keep the faculty informed of strengths and weaknesses of the educational program and that will provide a basis for improvement.

12. Organize pre-session and post-session workshops devoted to the solution of teacher problems in the educational program.

13. Devote special attention to the orientation and development of new and inexperienced teachers.

In providing effective leadership in the educational program, school administrators have an excellent opportunity to grow professionally. They may relate summer school courses to the problems that confront them and their teachers on the job. In this way summer school experience may have more real meaning and may result in changes that otherwise would not be achieved. When advanced study is planned, provision should be made to include courses relating to philosophy, curriculum, guidance, methods, measurement and other topics pertinent to the educational program.

NEED MUST BE MET

More and more it is clear that the schools must make sense. For most people a major criterion is that of an effective educational program which is reflected in well educated boys and girls.

It is chiefly through this program that pupils, and through them their parents and friends, are acquainted with the school. It is only reasonable to urge that school administrators plan wisely to give the educational program the time and effort it merits. Only through satisfying this major purpose can their position of leadership be merited.

FOR THE INSTRUCTIONAL PROGRAM

There are 13 ways of providing administrative leadership that will result in improvement of the educational program offered by a school. But most essential is the will to improve it.

lems in scheduling and instruction of pupils and teachers in library technics, and, often, of housing. Growing emphasis on library services makes this an important area in which the administrator may function to improve the educational program.

4. The pupil activity program sometimes appears to be a sort of unwanted appendage that cannot be shed. Student councils may meet and act, but occasionally it appears that they consider only relatively unimportant matters, and then only with administrative sanction. Time, facilities, personnel and finance are important if the activity program is to be sufficiently varied to meet the needs and if it is to be executed enthusiastically. If the program is to function effectively, administrative leader-

2. Stimulate pupils and teachers through an active and informed interest in their work.

3. Create an atmosphere that will encourage pupils and teachers to seek administrative counsel, and then work cooperatively and sympathetically with them on their problems.

4. Make available professional books and periodicals, other resource materials, and consultants for use in improving the educational program.

5. Provide active leadership in developing conferences and other in-service education activities, and make some school time available for such activities.

6. Encourage teachers to take a more active rôle in professional education activities, both in the local school and

What can be done about

TEACHING RELIGION

in the American public school

H. V. WILLIAMS
Professor of Education
Baylor University
Waco, Tex.

RELIGIOUS freedom, separation of church and state, and religious education as a part of the total educational program have been controversial issues in our country since the federal Constitution was first written. In general, however, there is agreement on the guiding principles that prompted the First Amendment to the Constitution.

I know of no generally accepted poll that has been conducted in order to determine the present attitude of the American people toward the teaching of religion in our public schools. I would venture the guess, however, that should opinions be tabulated most of the persons would state: "No, I do not believe that religion should be taught in our public schools, but I do believe that our children should be taught more religion in some manner." The reason I would venture this guess is that all of our state constitutions (or legal statutes), as well as our federal Constitution, have statements showing a belief in and a need for divine guidance while at the same time making it plain that every individual is free to worship, or not to worship, without governmental interference.

NOT A PARADOX

The two strong national feelings toward religion, that is, the belief in the "direction of God" and the policy of religious freedom, do not necessarily result in a dichotomy, dilemma or para-

dox. Those who criticize our national culture and our religious values seldom use irony or sarcasm in evaluating both our desire for national spiritual leadership and the legal codes we set up to limit the people's government in matters of individual religious preferences.

THE CHAMPAIGN CASE

The decision in the famous policy making case at Champaign, Ill., in 1948 failed to receive universal drawn-out opposition even though the established state and local programs of religious education in the public schools were threatened. It will be recalled that the U. S. Supreme Court decided March 8, 1948, to ban from public schools certain practices as being in violation of the federal Constitution.

The case arose when the legality of the Champaign plan of released time was challenged. Religious teachers employed by the Champaign Council on Religious Education used the public school buildings for one period a week to give instruction in religion. For this period of religious instruction, pupils were grouped in classes according to the faith (Jewish, Catholic, Protestant) indicated by their parents on cards distributed by the school authorities. The cards were supplied by the religious education council. Children who did not attend religious classes either were sent to study halls or were otherwise occupied with regular school work.

Under the court's decision it is unconstitutional: (1) to use tax supported public school buildings for the dissemination of religious doctrines; (2) to aid religious groups to spread their faith by releasing pupils from their legal duty of attending school upon the condition that they attend religion classes; (3) for public school authorities to work in close cooperation with religious leaders in promoting religious education; (4) to use the state's compulsory school attendance system in any way to assist or promote religious instruction.

In the light of the decision any plan for released-time religious instruction that provides for classes, conducted in or outside of public school buildings, under which public school pupils are excused during the secular public school day, thereby requiring the cooperation of the school and church authorities, is in violation of the federal Constitution. The decision does not affect religion classes held away from public school property and outside the hours of the public school day. (Note: The foregoing is from the ruling of the Michigan Department of Public Instruction.)

Other states offer varying interpretations applicable to local conditions. For example, the attorney general of Virginia ruled that "... the plan, as submitted, states that the public school authorities shall have no control, supervision or responsibility over the classes in religious education — hence, it is constitutionally unobjectionable."

PENNSYLVANIA VIEW

The attorney general of the state of Pennsylvania summarized his opinions in six statements:

1. Religious instruction may not be given to public school pupils in public school buildings during a time when the public schools are in session.

2. Public school buildings may not be used for religious instruction or religious services by anyone, or by any groups of individuals, including public school pupils, when the schools are not in session.

3. The reading of the Holy Bible without comment by a teacher of the public school system is not the type of religious exercise or sectarian service that comes within the prohibition of our Constitution.

4. Released-time programs should be

permitted to continue unless (a) the plan adopted is substantially similar to that involved in the Champaign case or (b) the plan conflicts with answers in 1 or 2, or (c) you are advised that the plan is in violation of the state or federal constitutions.

5. School directors may not close regular sessions at an earlier hour on certain days of the week in order to permit a dismissed-time program.

6. The public school may include in the curriculum a study of the development of religion or church history as a part of a general course conducted by a public school teacher taught objectively and not for the purpose of propagating particular religious doctrines or beliefs.

IS NEUTRALITY GOOD?

In this country we are divided on the question of religious instruction in the public schools. Dr. Harry Emerson Fosdick states that fascism and communism have creeds and confessions of faith and seek to promote their ideas with religious missionary zeal.*

This gives the opponents of such ideologies a challenge to meet such faiths with a stronger faith. That must be a faith in liberty and democracy. The fact remains that this faith is rooted in a spiritual heritage asserting the dignity and value of the human soul as the child of God. The advocates of religious instruction in the public schools state that the very fact that the schools remain neutral on this matter has a determining effect on what our youths consider important. If the only subjects offered were reading, writing and arithmetic, then the absence of religion would not be so conspicuous, but if every phase of life except religion may enter into the curriculum of the school there is indication that it has no importance.

Dr. Fosdick adds further: "Freud, for example, is proper educational material, but to present Isaiah would be to lug in religion. The biography of Hitler is proper, but to present the life of Jesus would call out protests against introducing religious instruction."*

One of three plans is used in most of the states in which religious instruction is given in the public schools.

First, a definitely scheduled course in Bible is offered to high school students.

*Fosdick, Harry E.: Our Religious Illiterates, Reader's Digest, February 1949.

LEGAL STATUS OF RELIGIOUS TEACHING IN VARIOUS STATES, 1949-50

STATE	Is Religious Teaching Permitted by State Law?	Is Reading of the Bible Without Comment Permitted?	Is Public Prayer Permitted in Classroom?	Is Repeating the Lord's Prayer in Class Permitted?
ALABAMA.....	Not prohibited	Required by special statute	Yes	Yes
ARIZONA.....	No	No	No	No
ARKANSAS.....	Optional	Required by law	Yes	Yes
CALIFORNIA.....	No	No	No	No
COLORADO.....	No	Yes	No	No
CONNECTICUT...	Law is silent, not practiced	Yes	Yes	Yes
DELAWARE.....	No	Yes	No	Yes
FLORIDA.....	Yes	Required by law	Yes	Yes
GEORGIA.....	Yes	Yes	Yes	Yes
ILLINOIS.....	No	No	No	No
INDIANA.....	No	Yes	Yes	Yes
IOWA.....	Yes	Yes	Yes	Yes
KANSAS.....	No	Yes	Yes	Yes
KENTUCKY.....	No	Required	Yes	Yes
LOUISIANA.....	No	No	No	No
MAINE.....	No	Yes	Yes	Yes
MARYLAND.....	Not prohibited Not practiced	Yes	Yes	Yes
MASSACHUSETTS	No	Yes		
MICHIGAN.....	Law does not permit	Optional	Optional	Optional
MINNESOTA.....	No	Yes	No	No
MISSISSIPPI.....	Yes	Yes	Yes	Yes
MISSOURI.....	No	Yes	Yes	Yes
NEBRASKA.....	No	Yes	Yes	Yes
NEVADA.....	No	No	No	No
NEW HAMPSHIRE	No	Yes	Yes	Yes
NEW JERSEY....	No	Old Testament only	No	Yes
NEW MEXICO...	No	No	No	No
NEW YORK.....	No	No	No	No
NO. CAROLINA..	Not prohibited	Yes	Yes	Yes
NORTH DAKOTA..	No	Yes	Optional	Optional
OHIO.....	Optional	Yes	Yes	Yes
OKLAHOMA.....	No	Yes	Yes	Yes
OREGON.....	No	Yes	No ruling	No ruling
PENNSYLVANIA..	No	Required	No legal authority	No legal authority
RHODE ISLAND..	Yes	Yes	Yes	Yes
SO. CAROLINA..	No	Yes	Yes	Yes
SOUTH DAKOTA..	No	No	Yes	Yes
TENNESSEE.....	Yes	Yes	Yes	Yes
TEXAS.....	Yes	Yes	Yes	Yes
UTAH.....	No	No legal restriction	Yes	Yes
VERMONT.....	No	Yes	Yes	Yes
VIRGINIA.....	Not prohibited	Yes	Yes	Yes
WASHINGTON...	No	No	No	No
WASHINGTON, D. C.....	No	Yes		Yes
WEST VIRGINIA..	Yes	Yes	Yes	Yes
WISCONSIN.....	No	No	No	
WYOMING.....	No			

These courses are a part of the curriculum of the school, and the students are granted regular credit. The courses are elective. The Bible is taught for its literary, historical and moral values, and the course is strictly nonsectarian.

Second, many states have a released-time plan for religious instruction. Under this plan students are released from regular classes for a period to attend the church of their choice for weekday religious instruction. Usually the school requires a written statement from the parents asking that the children be excused to attend the classes in religion. The weekday classes usually are the result of a carefully planned



program by a committee representing each faith desiring to participate in the program. These classes meet in the respective churches, and the plan is under the auspices of the local council of churches. This plan has been ruled unconstitutional in many states; in other states, it has been ruled legal if the plan is not the same as Champaign's.

Third, there is the dismissed-time plan for religious instruction. This program is about the same as the released time, the only difference being the hour of the weekday school and possibly the place of meeting. Under this plan the religious instruction is given after school has been dismissed. Students desiring this special instruction in religious education are invited by non-school authorities to participate on their own time. The school offers no aid.

WHAT CAN BE DONE

In view of the legal statutes relative to religious instruction for the children in our public schools one might ask, "Let us assume that we want religious instruction for our school children. What, then, can be done?"

Three approaches can be suggested: First, there are certain nonreligious concepts to which we in America subscribe that are in reality religious, since our governmental and social values are based on divine precepts. I refer to definite spiritual values, moral values, and ethical values that have been

accepted in many societal systems — Christian and others. In America our present spiritual, moral and ethical value system is definitely based on concepts drawn from the Old and New Testaments. Since these values have taken on differing interpretations and applications, we cannot say that our generally accepted value system is a religious one. To teach these accepted spiritual, moral and ethical values would not be teaching religion but rather a democratic way of life. Briefly, what are some of the values that can be taught — or experienced — in our public schools?

The Educational Policies Commission, the Los Angeles public schools, and many other school agencies have prepared bulletins and courses of study in this area. Definite concepts and activities for each grade are planned.

In many schools spiritual resources, as subject matter, are on a footing with the fundamental processes, and these materials are translated into the children's activities day by day. Even though we have almost 300 religious denominations in America, perhaps 60,000,000 of our people do not claim membership in any of them; yet, in our public schools perhaps 25,000,000 children are now being taught practical religion because of our national democratic unity. We have emphasized neither the diversity nor the unity of religious beliefs — merely a system of values, based on sacred precepts.

This system of values is based on shared modes of living, even beyond scientific truths, and the learner is aided in accepting desirable beliefs and religious values, even though terms such as "democracy," "sharing," "community helpers," and so forth are used. The child, through sharing activities, is aided in being both moral and religious — worshipping, as such, being omitted. In addition to the "sharing modes of behavior" each grade and class might well become familiar with religion in science, in history, in literature, in growth of human personalities. Why be afraid of the use of the Bible as a source book, if it is needed? Especially would this be true when the children begin to ponder the question of their relationship to the universe, to time, and to life itself.

THIS MUCH COULD BE TAUGHT

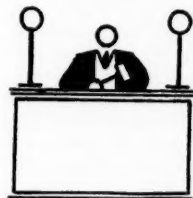
Then, too, we study objectively our persistent life activities — health, leisure time, and so forth — and could not we study objectively factual informa-

tion regarding the importance of the church and religious life, especially as exemplified by the great life ideals and virtues of eminent characters in our national history? The practice of charity, of tolerance, of respect and reverence, of meditation, of inward harmony — these things can become daily activities in all classrooms.

Next, a continuation and extension of weekday church schools could be suggested. In the past most of the weekday church schools were conducted on released school time, usually on a staggered schedule. Because some of the states' legal departments have ruled that this plan violates the federal Constitution, the time of class meetings (in these states) would have to be after school hours. After-school religious education has been carried on for many years. The program is usually directed by a religious interfaith committee and is supported by church groups. No school credit is given in most cases. The curriculum is developed by the committee and the teachers.

It is reported that in New York about 75 per cent of the public school pupils in the grades and sections reached by such a program enrolled in the after-school religious classes.

In the Virginia statewide plan for religious education program 360 communities carry on an organized weekday religious education program under the

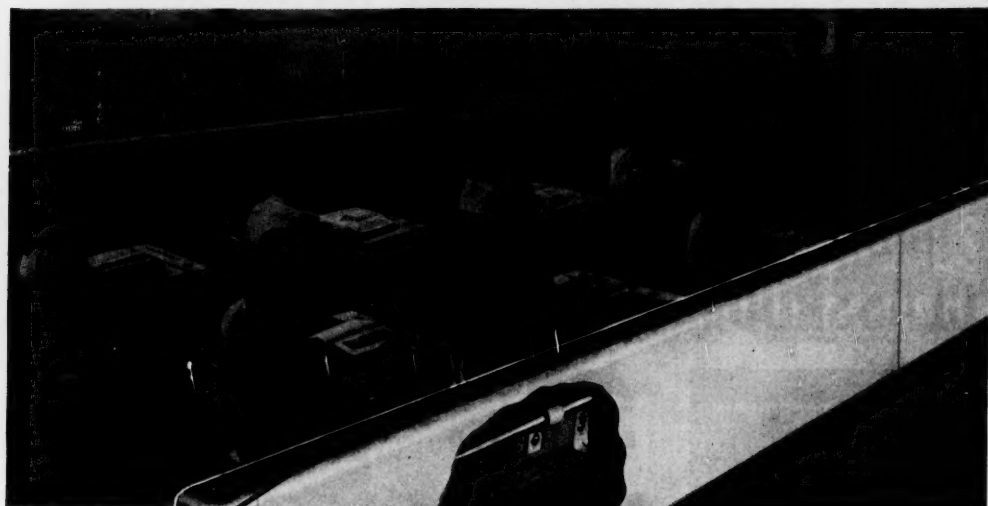


direction of the Virginia Council of Religious Education. It is stated that 96 per cent of those to whom the program is offered attend the classes — only 53 per cent were attending Sunday School. Credit is given in high school for satisfactory completion of the designated courses. The curriculum is based on a graduated series entitled "Adventures in Christian Living."

Communities and states throughout the United States follow similar plans. These plans might well be extended.

Lastly, I would suggest accredited courses in Bible literature and history for the high schools and supplementary readers containing Bible stories for the

Answers the "WALL-OF-ICE" Problem NESBITT Syncretizer with WIND-O-LINE



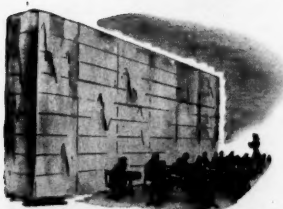
Close-up view shows wall-hung enclosure of WIND-O-LINE radiation. It has intake openings at bottom and discharge louvers of attractive design.

Copper tube, aluminum fins. WIND-O-LINE may be used at either or both ends of the Syncretizer.

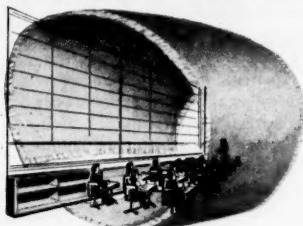
Copper supply tube feeds WIND-O-LINE radiation at extreme end. For application with steam or forced hot water systems.

Enclosure front sections fasten to wall panels supporting the radiation. Wall-hung enclosures and storage units are finished to match Syncretizer.

Combinations of standard lengths produce extent of WIND-O-LINE desired (within 6" increments). A round-cornered metal endpiece finishes WIND-O-LINE enclosure.



"Wall-of-ice" classrooms are protected by the Nesbitt Syncretizer with WIND-O-LINE.



ONLY NESBITT GIVES YOU THIS THERMAL BLANKET

The modern trend toward large classrooms and increased window areas imposes a greater demand upon the heating and ventilating unit to protect room occupants from the exposed wall-of-ice in extremely cold weather while maintaining proper thermal balance throughout the room.

Nesbitt WIND-O-LINE radiation integrated with the Syncretizer provides the extra thermal blanket where it is needed. It is controlled in cycle with the Syncretizer to give heat whenever heat is called for.

WIND-O-LINE is designed for two methods of integration: 1) wall-hung in its own casing; and 2) recessed in the units of The Nesbitt Package.

Wall-hung WIND-O-LINE is used with the free-standing Syncretizer. It is installed just below the windows to extend the full length of the sill.

As a component of The Nesbitt Package, WIND-O-LINE radiation is concealed in a channel at the rear of the storage cabinets which are provided with air-intake openings at the toe-space and attractive grilled outlets at the back of the display board. For further information request Publication 264.

The Nesbitt Syncretizer

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORPORATION

elementary grades. The content of the teaching guides, as well as the text materials, would be strictly evaluated as to its literary and historical values. Approved faculty members would teach these elective courses. For example, Texas in 1947 had accredited Bible classes in 177 high schools and academies. The school boards approved the courses; also, the courses were non-sectarian, and the Bible was taught for its literary, historical and moral values.

The three plans listed are the same as the organized methods used in many schools before the Champaign decision;

the difference lies in the approach. The first plan recognizes the contributions of religion to our way of human behavior primarily through acceptable spiritual, moral and ethical values; these values are integrated into the activities of the school. The next concerns after-school classes and activities conducted by interfaith committees and are apart from the supervision of school authorities. The last is the inclusion in the schools' curriculums of a study of the development of religion and of the historical and moral and literary values as found in the Bible.

The rulings of attorney generals in many states have reemphasized that the accepted American principle is complete separation of church and state; that we have staked our very existence as a nation on this separation; that tolerance and respect for different opinions must become common practice in all activities, and that discord and pressures cannot dominate our schools.

The decisions of the U. S. Supreme Court and the rulings of the separate legal departments of the states are favorable and not adverse to a program of religious education for America's children. The need for promoting character was recognized in the court's Champaign decision. A means of religious instruction apart from the public school systems was implied — in its natural environment, the church. Character education, spiritual values, moral worth, and Biblical historical precepts might well be labeled under the public school course of study title "Adventures in Democratic Living."

COMMON CORE EXISTS

The school administrators of the United States, under the direction of the boards of education, are the policy-makers for our schools. As a group, they strongly favor some form of religious teaching and character education for America's children. In their 1945 yearbook they quote from authorities to point out: "There is a common core from our religious heritage on which all denominations can agree . . . as the development of the moral sense, the esthetic sense, the principle of love as opposed to the principle of power, the search for truth, and the development of an inner discipline or moral courage growing out of a conviction of faith . . . whereby the daily life of the child may be identified with religious significance." They add further "that ethical character is the one common ground on which all denominations agree and that religion is taught in schools by two general methods: (1) the program of the school and (2) the character of the teacher; . . . it is essential that we provide a basic, unifying ethical and spiritual experience in order that men may work together as brothers harmoniously and constructively on common problems." Along with most of us, administrators believe strongly that basic religion should be a part of the total education of the children in our democracy.

A PRACTICAL RECEDING DOOR CLASSROOM WARDROBE

ELIMINATES OVERCROWDING

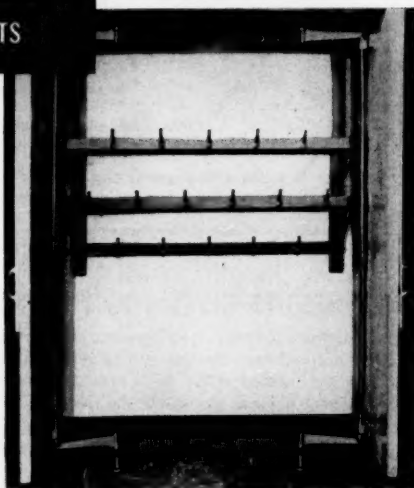
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• Here's a thoughtful-ly engineered means of providing efficient, sanitary housing for pupil's clothing within the classroom. Design is based on all-steel construction, including doors, trim, shelving, etc. Easily opened by small children.



Write for copy of detailed brochure "Finger-tip operation" Classroom Wardrobes.



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Counters won't be dented, chipped or cracked by banging pots and falling trays, and will never rot or buckle, when they're Micarta topped.



STAINPROOF. Nothing used in a kitchen will stain or discolor Micarta's beautiful colors. Mess wipes off instantly.

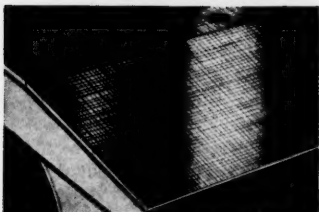
NEW WAYS TO MODERNIZE YOUR SCHOOLS

Kindergarten tables take the toughest playtime punishment



Make old desk tops like new

Your scarred and battered desk tops can be converted into perfect work and study surfaces that will keep their "new look" for many years. Just have them resurfaced with Micarta. The work can be done during vacation periods, or a few can be done at a time. The tops need only be out a few days.



No surfacing can be more ideal for kindergarten tables than Micarta. It's bright, gay, colorful—and takes any beating playful children can deliver.

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When odd counters, radiator covers, etc. are wanted, your school carpenter can install the new Micarta bonded-to-plywood panels himself, at his convenience. These panels can be sawed, drilled, planed and trimmed with inexpensive tools. Ask your lumber merchant.

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CHALK DUST



LOVE THAT TEACHER

SEPTEMBER IS Induction Month for new teachers, even though many school superintendents still hold to the theory that all induction ceremonies ought to be postponed until after the first year, when the teacher has had a chance to acclimate herself to the school and the community.

The present limited supply of teachers has caused a revolution in the induction processes. A few years ago the school administrator felt he had done his whole duty by sending a smudgy reminder that school would open at H hour D day and sickness was no excuse. The only welcome given the teacher was a letter from the local pastor assigning her his problem Sunday School class or a call from a hopeful but misguided realtor who had surreptitiously obtained the list of new appointees.

How different today! Professional magazines blossom with advice on how to greet the new arrival. Boards of Education, Parent-Teacher Associations, and all the eligible young bachelors of the community are marched to the station to pelt her with flowers and honorable proposals, and the ancient school jalopy is placed at her disposal—flat tires and all.

Of course, in the enthusiasm of the moment, some mistakes are made. It is reported from Michigan that a school superintendent met all the new teachers and sent them for a ride in the school bus to view the economic and social aspects of the community. Unfortunately, the bus driver, in his eagerness to cooperate, crossed the district line, and the entire busload was confiscated by the neighboring community and put to work at higher salaries.

In some other sections, the "buddy" plan has been tried with mild success. This plan, originally adopted by boy scouts to keep the troop intact, gives each newcomer a sponsor-teacher with whom she can check the matrimonial prospects and compare boarding houses. The buddy plan softens the initial shock, and the new teacher can learn the community facts of life without recourse to the local hairdresser. The plan saves time, too, because the teacher quickly obtains information about the current I.Q. of the school administrator and how best to adjust thereto.

Some superintendents go all out for other induction devices. If the teacher plays a zither, they organize a zither band to use her talents for the good of the community and to keep her contented. Other administrators assign the teacher to the best classrooms and the nicest pupil group. These latter executives are thus enabled to observe the induction problem at first hand,

for, very shortly, they find themselves as inductees in a new situation.

THE ANIMALS' SCHOOL

The Animals Rate Themselves

THERE WAS CONSIDERABLE squawking among the teachers at the Animal School when the superintendent, a sly old Fox, decided that salaries would be based on some scientific rating scale. The more the faculty studied the hundreds of sample rating scales, the funnier the thing got. Inasmuch as the superintendent was so busy he never got into any classrooms, the faculty members decided to rate themselves. Being unable to agree upon an "instrument," they proposed to draw up their own scale.

After much disagreement, the teachers compiled a 10 point rating scale which gave credit for everything from personal appearance to dependents per capita. Then they threw in the kitchen sink and a couple of I.Q.'s for good measure.

When the rating began, oh boy! The Parrot gave himself a high mark in "preparation" because of his ability to memorize large chunks of verbiage, but the committee claimed he didn't have the slightest idea of what he was talking about. The Elephant claimed credit for a thousand years of experience, proudly pointing out it was all in the same place, while the Sea Gull, who commuted annually from the North to the South Pole, asked for special travel credits. When it was discovered that the Sea Gull flew so fast that he never actually saw anything, the entire bird family flew in a rage.

There was considerable difficulty in evaluating the extra points for community service. The highest rating was claimed by the Bull, who could bellow loudly and was in great demand as a speaker at Service Clubs. When the Rabbit claimed full credit for family dependents and requested an extra increment for each child, a ceiling was hurriedly put on all claims of more than 200 dependents per teacher. The best score for a sense of humor was given to the Laughing Hyena. Afterward, when it was discovered that the Hyena was in reality an ill-natured brute with strong antisocial tendencies, it was too late to do anything about it.

When the ratings were completed, they were sent to the superintendent, who filed them in triplicate in the wastebasket and raised salaries according to (1) rewarding beauty, (2) pacifying troublemakers, and (3) keeping the budget as low as possible. This may have been a good thing, for all we know.

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Added **SECURITY**

for California superintendents

ARTHUR F. COREY

State Executive Secretary
California Teachers Association

PUBLIC school superintendents are being forced into one of three categories—browbeaten "yes men," harassed itinerants, or carefree adventurers. None of these conditions is consistent with orderly and efficient management of our public schools.

Vocations involving great risk must either offer unusual remuneration or recruit from those who thrive on the thrill of danger and uncertainty. Steeplejacks and deep sea divers are examples. In recent years public school administration has been becoming a risk occupation. Lack of security for school superintendents is preventing our finest young educators from entering administration and is wrecking the health and morale of incumbents.

For two years the California Association of School Administrators and the California Teachers Association have been facing the need for providing more security for school superintendents. The superintendent is an administrative officer responsible for carrying out policies of the board of education. Therefore in cases in which he is consistently unable or unwilling to administer the school system in harmony with the wishes of the governing body a new superintendent should be employed. But too often the situation that sends the superintendent on his way is temporary, relatively unimportant, or personal. It is from waves of temporary hysteria, often representing minority opinion, that the superin-

tendent must be protected. Legislation to achieve this end was introduced, passed and signed by Governor Warren during the last legislative session.

School administration is a two-way process. The superintendent not only represents the governing board to the teachers but also, in a real sense, is the representative of the teaching profession to the board. In salary policy, personnel management, and the application of sound educational philosophy the welfare of teachers is dependent upon the ability of the superintendent to maintain vigorous leadership and professional integrity without petty intimidation and fear of reprisal from minority pressures. This explains the interest of enlightened classroom teachers in increasing the security for superintendents.

The new law provides that at least six months before the end of the superintendent's contract he must be given written notice by the governing board if the contract is not to be renewed. In case no notice is given, renewal of the contract will be automatic for a period as long as the original period of the contract and at the same salary. This means that no superintendent can be fired by default. A positive action by a majority of the governing board must be the basis for the notice that the contract is not to be renewed, and that notice must be given far enough in advance to avoid the tensions which, at the end of the year, often surround salary negotiations, employment of teachers, and adoption of the budget.

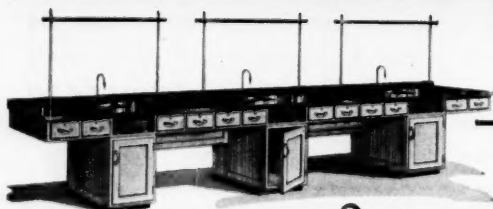
Under this plan board inertia will work in favor of the administrator instead of against him. It is essentially a continuing contract law for superintendents.

RENEGOTIATION OF CONTRACTS

Another new enactment provides that at the end of any year the governing board and the superintendent may by mutual agreement cancel any existing contract (usually written for four years) and issue a new contract on any terms mutually agreed upon. This provides a means for adjusting salary with changing conditions. It also makes it possible for a governing board, from time to time, to push ahead the contract period for a successful and satisfactory superintendent. It should thus enhance his security and guarantee a consistent and continuing administration of the schools, free from the shocks that sudden gusts of minority public opinion often bring.

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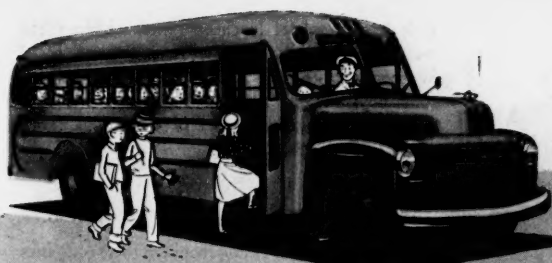
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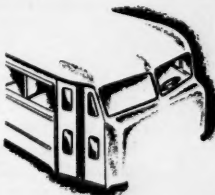
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CANASTOTA, NEW YORK

The School Lunch

Conducted by Mary deGarmo Bryan



Chicago Board of Education Photograph

It is in the school lunchroom that children can most easily be taught the amenities of social intercourse. In a properly planned and used dining room boys and girls may learn table manners, good nutrition habits, and the art of conversing easily.

RELATING THE LUNCHROOM TO OTHER SCHOOL AREAS

THE important function of the luncheon period in childhood as well as in adult life should never be overlooked. The businessman escapes from the jangling of telephones and the incessant tempo of mechanized office and plant operations to the quiet of his club or restaurant. He seeks relaxation, quiet and nourishment, even if the time allotted is only the fraction of an hour. The school child is facing a comparable strain; the classroom discipline of necessity holds back effervescent childhood, and even in our most progressive schools the urge to grasp for mastery of that new word or the solution to that harder arithmetic prob-

From a talk delivered at the last conference of the School Food Service Association.

JOHN W. HARGROVE

Architect and Engineer
School Food Service Equipment Consultant
Montgomery, Ohio

lem, or the mouthing of an unheard foreign tongue absorbs the physical as well as mental energies, so that bodily fatigue is genuine.

Is the school lunchroom the place of relaxation the pupil seeks, or is the lunch period an interim before release to the green grass and fresh air of the playground?

There is one tested fact you may well use in seeking proper recognition for food service in your school plan: *Man succeeds in this world to the extent that he masters the amenities of social intercourse.* Where better than the

school dining room can these courtesies or graces be taught and demonstrated?

The school dining room which is quiet, well lighted, comfortable and amply sized for the number served and which permits dining with faculty members and staff, student forum programs, dramatics, movies and group singing or concerts certainly prepares the student better for his afternoon classes than the stockyards technic so often found in the crowded school lunchroom. Moreover, such a dining room, properly planned, becomes the spot for band, orchestra or choral practices, for school banquets and dances, and for many community activities now accepted as normal school services.

The school dining room is a teaching device; whether it is helpful or negative is determined by the environment — lighting, quiet, color, decorations, comfort, and use as a place for learning table manners, good nutrition habits, and the art of vocal self-expression.

The lunchroom should be closely related to the other public areas of the school — a room adaptable for use for receptions or as a small auditorium for meetings, concerts, forums and movies, whether for students during school hours or for the whole community at other times. It should be usable for between-meal teaching or study hall use.

The service facilities for the school dining room should be readily accessible but separated from the "public area." Kitchens should be well lighted, airy, sanitary and soundproofed. Cafeteria counters should be along a line of traffic but not necessarily near the main entrance or exit to the dining room. Service doors for supplies to the kitchen should lead to service yards and driveways screened and effectively separated from playgrounds, walks and classroom vistas, since supply trucks may come at any hour.

The school cafeteria should be designed for not more than 100 students per counter line per 10 minute period. All students should be served in two such periods, or in three at the most, to reduce the pressure of "packing" them

Referred...all ways

These tiny, tender blue lake beans . . . so taste tempting in this salad . . . are fitting representatives of the entire Sexton assortment of canned vegetables. From seed to serving, they have but one destiny—to grace the table of those who serve the public. They are the finest of their variety, grown where soil and climate are most favorable and processed on the spot. Each can is packed to the brim to give you the most economy plus guest pleasure per portion.



JOHN SEXTON & CO., CHICAGO, 1951

Sexton
Quality Foods

in, which negates the desirable attributes. Even the best lines move at the rate of only 10 per minute cafeteria style, or 15 per minute plate lunch style. If possible, single dining rooms should contain not more than 1500 square feet of dining area, plus the stage and serving area. Larger rooms may be effectively broken up into areas of comparable size by curtains or screens; we human beings are subconsciously ill at ease in rooms that dwarf us, and the interruption of vision over a vast dining area reduces the temptation for students to yell or make wig-wag sig-

nals to attract the attention of other boys and girls.

Sanitation is not an afterthought. It must be planned from the skeleton of the building to the finish. Insist on dining room and kitchen sanitation when the architect is first consulted — surfaces smooth and easy to clean and capable of withstanding constant scrubbing, greases and thermal shock; coved corners; elimination of cracks and crevices; vermin-proofing and rodent-proofing; ample natural and artificial lighting; handwashing facilities both for students and for kitchen employees,

lockers, and, if possible, separate toilet and shower facilities for the employees.

You are spending public money. You have a duty to demand the best in quality and durability so that operating and maintenance costs will be as low as possible. When setting up your program, think in your language, in terms of your operations. Leave it to your consultant or architect to interpret your needs into technical construction language. If you want a machine to peel 15 pounds of potatoes in two minutes, say so. If your refrigerator should accommodate 14 by 18 inch trays 4 inches apart for salads, say so. If you have found the most comfortable working height for your employees to be something other than 34 inches, say so.

If these "performance specifications" can be written for each piece of equipment and each department of your kitchen, cafeteria and serving pantries, then your architect will be saved valuable hours of "guesstimating" your needs, and you will have him, poor boy, standing without any alibis if he fails to fulfill your requirements.

FORMIDABLE BULWARK

Consult your local health officer early, when you are setting up your "performance specifications." He will be flattered by such consideration and will help you incorporate the lessons he has learned into your requirements. Then he becomes your ally, a formidable bulwark against the effort to cut down this or to do without that, an effort that always affects the school dining room if the gymnasium needs a few hundred extra seats or some other refinement.

Beware of the "or equal" clause. Most specifications are required by law to allow use of several brands or products to prevent collusion or price-fixing.

But who is going to judge quality and equality? We have two cars at home. They are equal in weight and in horsepower; each has four wheels, a windshield wiper, a battery, and a host of other features. But one car cost \$200 more than the other. Are they equals? My wife and I can't agree as to the relative merits of the two cars. How would you prove to a judge and jury that one dishwasher or range or potato peeler or refrigerator was not equal to competitive products of the same size, material, weight and rated capacity?

The federal government has been forced to buy much equipment it didn't want because of that "or equal" clause. We architects have been fighting it as

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Strongest construction known.
Unbreakable protection for lab equipment, storage rooms, gates, athletic lockers, book closets, etc.



To get AHEAD, use HANDS—the HOBART way

The case for up-to-date food and kitchen machines is just this simple. Let's say that these are skillful hands. How long will it take them to cut up a side of beef, for example—to peel a bushel of potatoes—to wash and sanitize your dishes? Plenty—figured in time and money, both! But use these hands with modern power equipment and they'll cut, slice, chop or tenderize the meat; peel the potatoes; and wash the dishes in a mere fraction of the time. They'll handle these and many other food preparing assignments quicker and better, with less spoilage and waste, with uniformity and efficiency—and then pass on to other tasks.

The case for HOBART products is just as simple. Consider the machines themselves, with unmatched *cleanness in design* and *cleanness in performance*—with a universally recognized name for quality and endurance. Consider the unparalleled completeness of the line, allowing the most efficient individual installations. And consider the Hobart organization behind them, no further from you than your phone.

Through the ups and downs of more than a half-century, the food service industry has found that Hobart and Hobart products have supported it to the hilt. To anticipate tomorrow's problems, talk things over with Hobart today.

Choose Hobart—and the Model Built for YOU

DISHWASHERS • GLASSWASHERS • MIXERS • PEELERS • FOOD SLICERS • FOOD CUTTERS • MEAT CHOPPERS • MEAT SAWS • TENDERIZERS • COFFEE MILLS • SCALES



Hobart Food Machines

THE HOBART MANUFACTURING COMPANY • TROY, OHIO
The World's Largest Manufacturer of Food and Kitchen Machines

an ineffective device. Lately some of us have been using the following "substitutions-standards" clause, which seems to stand the legal tests and may work in your state but should be checked by legal counsel before it is used in specifications for your school.

"STANDARDS-SUBSTITUTIONS.

"A. It is the intent to make these specifications open in every respect to all available brands, materials, devices and equipment during the bidding period but to avoid such practice known as 'shopping' after filing of proposals by contractors. The specifications shall

be considered to comply with all open specification requirements of state and local laws. Wherever a specific material, system of construction, or article is specified, it shall be construed to mean that material, system or article or its equal.

"B. Certain definite brands, materials, devices and equipment are specified as 'standards' to provide a uniform basis of competition, and contractors shall bid on this basis. Contractors are invited to bid also upon the use of other similar materials, brands, devices or equipment which they consider equal

to the 'standards' specified. If a contractor bids upon the use of another brand, material, device or equipment which he considers equal, he must state in his proposal the proposed substitute and the difference in cost, if any, between the proposed substitute and the brand, material, device or equipment included in the base bid as a standard. The determination as to whether or not such substitutes bid upon equal the 'standard' specified shall rest solely with the architect.

"C. If it is decided by the owner to accept the equal or substitution upon the architect's recommendation, it shall be recorded in the written contract and no changes shall be made subsequently, either by the owner or by the contractor, it being agreed that the brands, makes, devices and equipment specified or named in the contract as equals to or as substitutes shall be final, subject only to the provisions of Article 15 of the general conditions entitled 'Changes in the Work.'

"D. When more than one brand, make, device or equipment is mentioned in the specifications and the contractor fails to state in his proposal that he prefers to furnish a particular one, the owner shall have the right to choose any one mentioned without change in price.

"E. Certain substitution changes may be listed by the owner, although this action in no way limits his choice except as set forth in the foregoing paragraphs of this section. Bidders on the particular branches in which these substitutions are solicited shall note whether an addition or deduction on their base bid will apply in the event a substitution is accepted. Failure to indicate any addition or deduction or to indicate that no proposal on the substitution is being made, that is, failure to make any entry whatsoever, will be construed as implying that the substitution in question is available to the owner without change in the base bid."

CHECKS AND TESTS

Be sure you get what your "performance specifications" asked for. Check the architect's specifications before they are distributed for bids. Check the bids submitted. Check the shop drawings. Check the equipment delivered for sizes and finish. Give the equipment a "performance test." Insist that final acceptance of the equipment and payment be made only after tests and measurements are satisfactorily completed.



The Remington Electri-conomy

Remington Electri-conomy Typewriters are playing an important part in today's business world in turning out *more work, better work in less time and with less effort* ... SO essential when the accent is on increased individual productivity.

That's why it's so important to prepare your students for *tomorrow's* positions by training them on superb new Remington Electri-conomy Typewriters *today*. They'll go for the fast effortless typing and the handsome finished results.

send for a *Free* copy

Mail coupon below for Free folder "Electric Typing vs. Manual Typing."

Remington Rand
THE FIRST NAME IN TYPEWRITERS

Remington Rand, Room 2231, 315 Fourth Avenue, New York 10, N. Y.

☐ Yes, I would like a FREE copy of folder RE 8300.

☐ I would like FREE demonstration of the Electri-conomy.

Name _____

School _____

Address _____

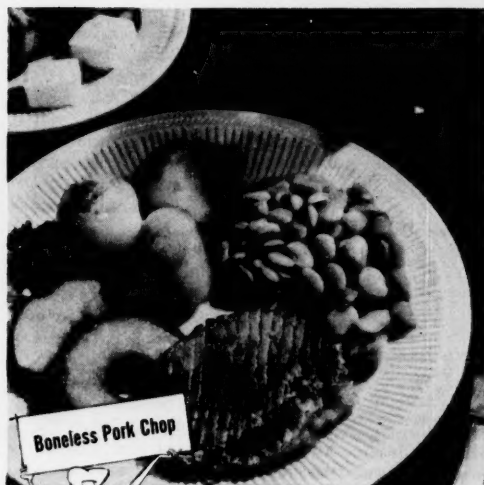
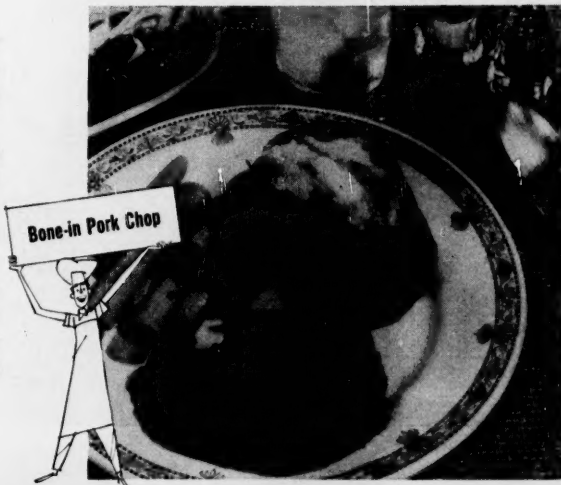
City _____ Zone _____ State _____

Know your portion costs in advance! Serve Armour Fresh Frosted Meats!

You know the *exact cost* of each meat portion in advance when you serve Armour Fresh Frosted Meats. Each portion is *uniform* in size—measured accurately to assure you exact figuring of portion costs.

Armour Fresh Frosted Meats enable you to keep your costs *down*, because there's no waste—the meat is ready to serve. And you save time, too—there's no defrosting necessary. Portions are layer packed in 10-lb. boxes for convenient removal.

There's a wide variety of these easy-to-store, easy-to-handle Armour Fresh Frosted Meats to choose from. Here are three you'll want to feature on your menu now—Pork Steaks, Bone-in Pork Chops and Boneless Pork Chops.



ARMOUR
AND COMPANY

Hotel and Institutions Department
Section BB, Chicago 9, Illinois

For complete information on Armour Fresh Frosted Meats, contact your Armour salesman, or write to Armour and Company.



Station WVSH received a certificate of award for community service from the local American Legion Auxiliary.

Small schools can now afford to operate

RADIO STATIONS

M. McCABE DAY

Director, Station WVSH
Huntington, Ind.

IF YOU visit the studio of radio station WVSH, "The Voice of the Schools of Huntington," you will observe high school students announcing programs, preparing and taking part in broadcasts, and actively operating all the technical equipment for "riding gain" at the console. They are vested by the Federal Communications Commission with authority to be in charge of the transmitter if they have passed an examination.

For radio has been rediscovered by the schools in the last two or three

years. This time the discovery is not being made by the metropolitan centers but by school systems of modest size. For example, Huntington, Ind., a city of 15,000 with seven school buildings, 100 teachers, and 2300 pupils, is now in its second year of daily broadcasting activities over the school owned and school operated radio station.

The Federal Communications Commission made it all possible when it authorized low-power 10 watt frequency modulation, or FM, transmit-

ters. No longer must a radio station be located in concentrated areas of school population and wealth, for the modest outlay required brings broadcasting activities within the means or what might be called even the smaller city school system or the county system. Thus, the school city of Huntington applied to the Federal Communications Commission in July 1949; a construction permit was granted in September, and the station was installed in December. Since New Year's Day 1950 broadcasting has been a daily activity of the school.

Another interesting fact about these new school radio stations is that many of them have been installed without the use of tax monies. Funds raised by activities of the pupils themselves have accounted for a number of the recent installations. In Huntington it was the class of 1950 that left the radio transmitter as its gift to the school and community. The students raised funds by selling concessions at the games during their junior year and tickets to the annual class play during their senior year. That's another reason for the success of this rediscovery of radio: The stations are the result of interest on the part of students and teachers alike, for the students have worked to pay for them, and the teachers have had the enthusiasm to supervise the project.

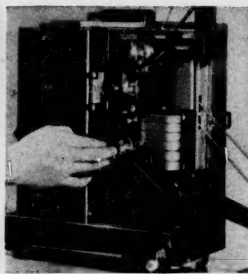
Huntington High School had no large studio facilities for a radio station, but possibilities could be seen in a dressing room off-stage. So it was converted into a studio, a control room, and a small reception entrance, or "sound lock." That's a lot from one dressing room, but studios don't make programs, any more than the school with the largest gymnasium always wins the basketball tournament. The accommodations at WVSH are sufficient to challenge the students and teachers to the production of suitable programs. Because the control room overlooks the stage, with a window in the wall between, the stage can be used as a second studio. This helps a lot in handling large groups and music programs.

"What is the essential equipment for a school radio station?" you may ask. The transmitter is the first re-

Show Films Easier These 4 Ways With Amazing New "Thread-Easy" Projector



1 Set up in 2 minutes!
With this new RCA "400" projector, you can put picture and sound on the screen in only 2 minutes! Or let a youngster do it for you. It's that easy!



2 Thread film in 30 seconds!
Thanks to RCA's new "Thread-Easy" design, you can thread it while you're lecturing... thread it with one hand... thread it in the dark.



3 Pack up in 3 minutes!
No more packing-up troubles. You can button up the complete RCA "400" projector and speaker in only 3 minutes. Or let a child do it. It's so simple!



4 Carry like an overnight bag!
Single case Junior weighs only 33½ lbs. Women appreciate its lightweight, rounded corners, proper balance. No chafing your leg as you walk.

No More Torn Film!

Your precious film literally "floats" through this new "400" projector. The RCA "Thread-Easy" design is so amazingly effective, even minor errors in threading will not damage your film. With projector running,

you can open and clean picture gate or sound optics... without damage to film. And you can project the same film 50 or 500 or 5,000 times... without appreciable wear or damage to film!

No More Last-Minute Failures!

It's ultra-dependable, built for the hard knocks of school and commercial use. You can easily replace projection lamp in 45 seconds, exciter lamp in 20 seconds. Rewind 10-minute film in 66 seconds, without changing belts, pulleys, or reels. It's the only projector powered by a big

A-C motor, 500% oversize for greater sound stability, better sound quality. Big motor takes it easy, stays cool, lives longer. And it's quiet. Operating noise only 58.5 decibels. Quieter than recommended by *SMPTE... quieter than other projectors by actual tests.



VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal

"I'm 12 years old,
I run this projector
for my teacher."

(Thanks to new "Thread-Easy" design, hundreds of youngsters like this are now operating the new RCA "400" projector. It's that simple!)

**FREE
BROCHURE
mail coupon
today!**



Easiest Projector to Use!

Now... thanks to RCA's new "400" Junior projector, you can show 16mm movies far more easily than ever before! Set up in 2 minutes! Thread film in 30 seconds! Pack up in 3 minutes! Carry like an overnight bag! New

RCA "Thread-Easy" design is so simple you can let a 12-year-old child run the projector. They're top-quality movies, too. Both picture and sound far exceed recommended standards of *SMPTE... by actual tests!

Operate It! Convince Yourself!

If you use 16mm films in your teaching or selling (and who doesn't?), you owe it to yourself to find out about this revolutionary new easy-to-use projector. The new "Thread-Easy" design is the culmination of 23 years of

RCA research. Send coupon for demonstration. Operate it yourself. Large sales permit surprisingly low price for this top-quality equipment. Backed up by RCA. Nation-wide service available. So mail coupon TODAY.

*SMPTE: "Society of Motion Picture and Television Engineers," leading authority on projector standards. SMPTE recommends "Unsteadiness of projected picture less than 3/10 of 1% of picture width."

In the new RCA "400" projector, horizontal unsteadiness is 1/10 of 1% (3

times as good as SMPTE standards). Vertical unsteadiness is 1/7 of 1% (2 times as good as SMPTE standards).

Sound quality also better than SMPTE standards... distortion less than 5%.

All tested and proved by RCA, foremost pioneer in 16mm sound projectors.



RCA "400" Junior. Handsome blue-green hammertone finish. Single case, balanced for easy carrying, weighs 33½ lbs. 7-watt amplifier, 8-inch speaker. For medium to large classrooms.



RCA "400" Senior. Same as "Junior" except: 10-watt amplifier, 10-inch speaker. Projector-amplifier weighs 36¼ lbs.; speaker-accessories, 26 lbs. For larger rooms, auditoriums.

FREE BROCHURE—MAIL COUPON—NOW!

Visual Products, Dept. U-80
Radio Corporation of America, Camden, N. J.

Please send me, without obligation, full story on new easy-to-use RCA "400" 16mm projector that I can set up in 2 minutes, thread in 30 seconds, pack up in 3 minutes, and carry lightly as an overnight bag.

Am interested in ☐ Junior Model for classrooms ☐ Senior Model for auditoriums

Name _____

Position _____

Address _____

☐ Please arrange actual demonstration





Students broadcast school athletic events. The girls at the left are stand-by announcers who fill in between play periods. The licensed operator (center) monitors the program; high school students describe the basketball games. The eighth grade pupils at the right are initiated into play-by-play announcing during the grade school tournament.

quirement, of course. The cost runs about \$1600. Then there must be a console through which all sound, either from microphones or records, must pass for the operator to regulate in volume before it is fed into the transmitter. A satisfactory one for a small installation will cost about \$500, and one may go as much higher as he wants to—and can afford.

Then there must be microphones, the number determined by the programming to be done. Record and transcription turntables are necessary. This equipment need not be the most elaborate or expensive, but it should be of good quality. One may spend from \$100 to \$500 per turntable.

There are many other items, such as tape and disk recorders, remote amplifiers, record and transcription libraries, and sound effects. These may be added as needed and as finances permit.

So \$3000 is often given as the figure necessary to start a radio station on low-power FM, without too much scrimping on equipment. That is less than is required to equip a school system the size of Huntington's with motion picture and filmstrip projectors in each school building. The centralized sound system in Huntington High School represents a greater investment,

and the centralized sound systems in five other buildings far exceed the radio in cost.

Students even helped to install the equipment, for two seniors gave their services and learned from the experience. One, in fact, obtained his first-class radio license, partly from the stimulus of the school radio station, and went on to be accepted on the engineering staff of WBAA, Purdue University, during his freshman year.

Because the Federal Communications Commission made provisions for a radio-telephone third-class operator permit, students may actually operate the station without extensive technical training. This is the second provision of the F.C.C. to aid in the rediscovery of radio, for it makes unnecessary the addition of a professional radio engineer to the school staff.

The examination for this third-class operator permit is held periodically in many locations under the supervision of a representative of the F.C.C. The time and place most convenient for candidates may be learned by writing the F.C.C. in Washington, D.C., or one of the regional offices, such as Chicago. The test is in two parts.

The first part of the test covers Element 1, or the essentials of broadcast law, and this is required of all candi-

dates for radio licenses. The test consists of 10 questions requiring answers of the essay type.

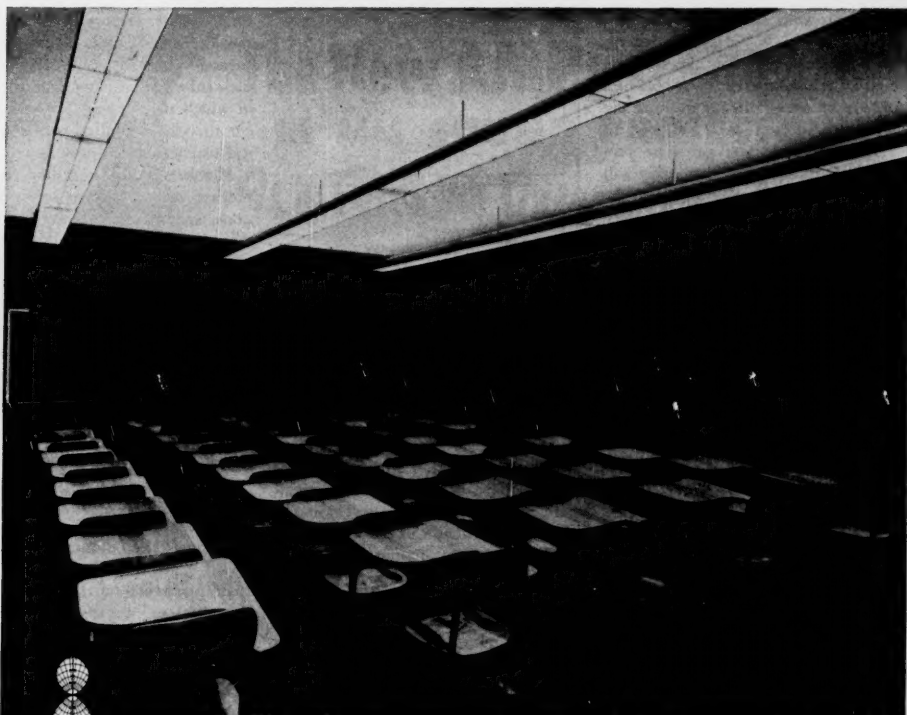
The second part concerns Element 2, or operating practice. It is objective in type, having 50 questions with multiple choice answers. The candidate must make a grade of 70 or more on each part separately, not a combined grade for the two parts.

Sample questions and study material may be obtained from the F.C.C. to prepare candidates for the examination. The importance of these tests is not minimized when it is said that any serious student can prepare himself to pass them. Our first ones to qualify had one week to prepare. The worst part for the student is the time of waiting before he knows whether he passed, a period that has been nearly two months for some students.

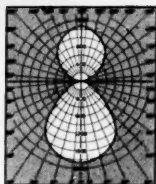
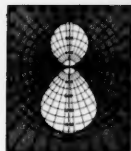
SEVERAL STUDENT OPERATORS

Huntington High School had a freshman and a junior, as well as the radio director, take the first examinations given in Chicago in September 1950, and they were the first high school students in the area to obtain permits. Since then seven more students and another teacher qualified in November 1950, and five more took the test in February 1951. Station WVSH believes it has the first girl licensed in the area, and she takes her place regularly in running the control room competently.

The F.C.C. grants educational FM stations unlimited time on the air. Factors that actually limit the program are the staff available and the number



North Huntingdon High School, Irwin, Pennsylvania*
Architect: Serber & Moore; Elec. Engr.: W. F. Lenz;
Elec. Contr.: Reno Electric Co.



*Utilizing "Monroe" 2-lamp Slim-line Units mounted end-to-end; 25/35° shielding; 83% efficiency.

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of students who develop technics and skills. Station WVSH started with one hour daily and now is averaging about three hours each school day. Athletic broadcasts in the evening are in addition to the regular program.

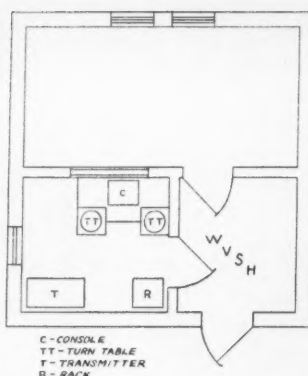
"But where do you get your programs?" is the question that many will pose. Radio has been accepted in the curriculum of Huntington High School, and two radio workshop classes attract those who are interested in the work. They prepare the live programs, handle the continuity of the daily broadcasts, and do all the work in the actual operation of the control room.

Programs are of two kinds: transcribed and live. Transcribed programs are used extensively, both to keep the station on the air the maximum time daily and to offer these professionally and university produced programs as excellent material for classroom enrichment and community education and as examples for the radio staff. Since a major portion of the schedule of any radio station is carried on by transcribed or "piped" programs, even this activity of the school radio is a part of the training in procedures of broadcasting. A large number of such programs are available, many free of charge to the school station.

Several hours weekly of transcribed programs are available. Some of the commoner are "Guest Star," by the United States Treasury, for defense bonds; "Adventures in Research," by the Westinghouse Corporation; "Excursions in Science," by General Electric; "The U.N. Story," from the United Nations, and such programs as the United States Marine Band, the United States Navy Band, the Naval Air Reserve Show, and others.

The French Broadcasting System provides four programs totaling one and one-half hours of transcribed material per week. Stations using these programs become members of the "International Goodwill Network."

The U.S. Office of Education, through the Educational Radio Script and Transcription Exchange, offers many programs that may be scheduled, as needed, for broadcasting. Some universities are offering transcriptions or tape recordings of programs produced for their own radio, but these are usually on a loan basis, or the station provides tape for dubbing the program and then returns the tape after broadcasting for it to be used again.



The National Association of Educational Broadcasters, to which 10 watt stations have been admitted as members, is providing and developing a tape network that will be outstanding. Every educational station should join the N.A.E.B., both for the services the organization provides and to lend the influence of all stations to educational broadcasting. It was this group that had much influence in the recent hearings before the Federal Communications Commission concerning the allotment of television channels for education.

OTHER SOURCES

Many other sources exist, such as the Institute for Democratic Education, the mental hygiene societies of various states, and the American Medical Association. Undoubtedly these sources will increase in number as educational radio increases its activities.

Live programs also are carried daily, to the extent that there are staff personnel in the radio workshop classes and time for preparation. Here is where the school station does what no other radio facilities can do, for the live programs are judged principally for their educational values, both to the participants and to the listeners, rather than by comparison with commercially sponsored productions. These live airings are from many departments and for varied classrooms.

The purpose is twofold: to provide the experience of "learning by doing" for those taking part and to train pupils to know that they should listen for something to learn when they hear radio programs. If it is necessary to teach discriminating reading, it is just as necessary to train for thoughtful

and critical listening. When it is considered that many persons today depend upon the radio for most of their information concerning the world in which they live, it becomes apparent that the schools should train critical listeners.

Members of the workshop class also prepare story readings or dramatizations, and these are always useful for the teacher in the primary grades to use as enrichment for classroom procedures. Here is a good place to start training the pupil in listening habits, too. The workshop students conduct interviews, arrange panel discussions, organize musical programs, and develop many other broadcasting activities.

Another type of program is that which a certain department may use for stimulus. Some examples are spelling contests, quiz programs, singing and choral reading programs by individual classrooms, and other activities. When one observes the stimulus that appearance on the radio offers to the pupil to prepare himself, one no longer doubts the efficacy of educational radio, or the school station, as a teaching tool.

This is an example of a type of classroom program developed recently by Station WVSH. The series "Stories to Remember" has been furnished by the Institute for Democratic Education. The sociology class listens to the broadcast of one of the stories each week to point out a problem of social living. Then a group from the class discusses the story, makes applications to local situations, and suggests what might be done to improve conditions in Huntington High School.

And here is another important feature: The classroom may visit the homes of the community by means of the broadcasts. Every owner of an FM receiver is a potential listener to observe the work of the schools. That's good for any school.

The radio in Huntington is considered a part of the audio-visual center. It is one of the aids provided for classroom utilization in the school system. This does not mean that all programs broadcast are used by all teachers, for programs are for many purposes. It takes time to integrate radio schedules with school schedules, and it is a long process to work out radio programs far in advance to fit into units being taught in the classroom. That is the ultimate goal, and one that will require time for teachers to learn how





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WEIGHS ONLY 29 LBS. COMPLETE
...you can carry it from room
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A 12-YEAR-OLD STUDENT CAN RUN
IT. Sets up in seconds and
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NO MORE TORN FILMS... foolproof
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everything a teacher ever dreamed of in a projector—that's the
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Hailed as the projector that's 10 years ahead of the times, the
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clear—easy on the eyes. Sound is true-to-life. You'll discover that
students learn more faster—remember it longer—
and enjoy learning the Ampro Stylist way.

A comparison by your School
Board will show the Stylist to
have all the high precision—
give all the fine performance of
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COMPLETE with
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Powerful 12" Permanent Magnet speaker;
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Rush me FREE illustrated literature on the amaz-
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to use and produce programs and time to organize units far ahead.

As a part of the audio-visual center, the radio station is under the direction of the full-time audio-visual director. Active production work in the high school is carried on by the production director, who is the speech and radio workshop teacher.

As a part of the teaching activities, the operating expenses of the school radio station become a part of the regular budget, just as film rentals are a part of the budget allowed the audio-visual center. Station WVSH started

out with a modest \$200 allowed for ordinary expenses involving script books, records, express charges on free transcriptions, and similar items. That amount will likely be increased, depending upon the kind of service the teachers want the station to give. A request for \$500 does not seem too much for such supplies, when compared with other items in the list of school supplies.

Broadcasting of out-of-town athletic contests was financed for the football and basketball seasons by 20 donors who contributed \$50 each for a total

of \$1000. This amount was necessary to cover telephone line charges and the expenses of transporting pupils of the radio staff, and to allow a sum for extra equipment required. Over the air only the names of the donors may be mentioned, because of the noncommercial status of the station. The night of each game, however, an advertisement in the newspaper carries the names of the donors and the firms they represent. The home games are also broadcast, but little expense is involved since the line to the gymnasium is school owned and the telephone line to the stadium costs little. All details of broadcasting, such as play-by-play announcing, stand-by announcing at the game, studio stand-by, remote monitoring, transmitter control, and, even scorekeeping are done by students. For the grade school tournaments among the Huntington schools, eighth grade pupils were used for play-by-play announcing, arousing additional interest among the listeners, and whetting the appetite of the young announcers to continue in radio work when they enter high school.

COMMUNITY SERVICE

Much could also be written of the possibilities for community service. Station WVSH cooperates in Community Chest campaigns, Christmas Seal sales, Red Cross, heart and cancer fund drives, and many other civic enterprises. This is another development for the future as activities of the station justify an increased staff and a larger budget. And never will the school station be so committed to sponsored time that it will have no place for community programs. This broadcasting center will always reflect the interests and needs of the city, as well as of the school system.

Virtually any school system can do what Huntington has done. It takes leadership that is "sold" on radio, and that particularly includes the superintendent and school board, for application must be made to the Federal Communications Commission in the name of the school city. And it takes teachers and pupils who don't look for the dismissal bell to mark the end of the school day. Anyone afraid of ulcers should stay clear of the project. For let's be frank: It is work! But it is also a means to satisfaction. There is a thrill for both students and teachers. It may not make a teacher live longer—but it will surely make him live a lot MORE!

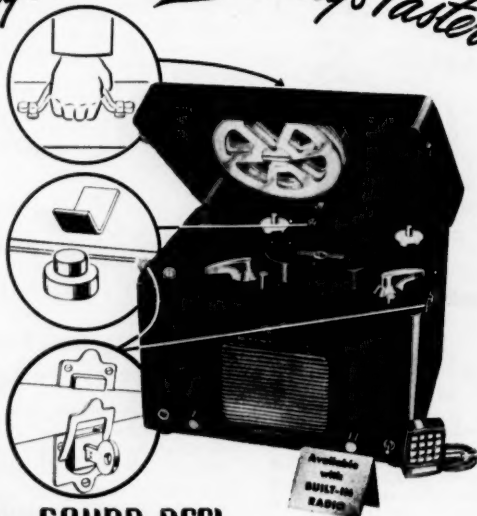
FROM NURSERY SCHOOL THROUGH UNIVERSITY

Teaching's Easier—Learning's Faster

Spring leather handle for easy portability.

Interlock switch automatically cuts off all power when cover is closed.

Two locking clasps and key make recorder tamper-proof.



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Full frequency range—professional tone quality.

Up to 2 hours recording and playback time.

Proved performance, thoroughly field tested and acclaimed everywhere.

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6 models to choose from.

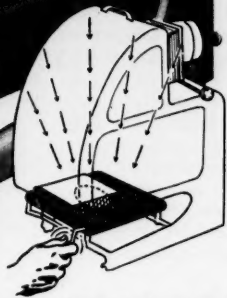
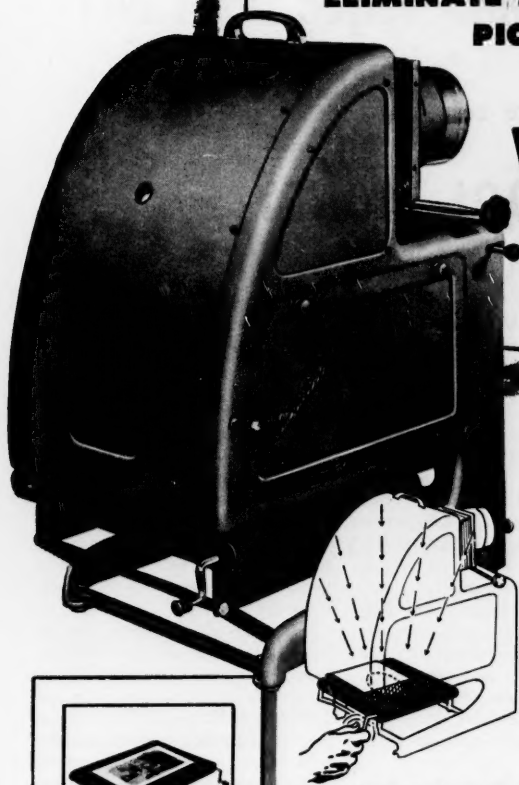
Exclusive tamper-proof cover, exclusive power cutoff switch and exclusive instantaneous push button speed selector (7.50 in./sec. or 3.75 in./sec.) give Masco Sound-Reel its immense superiority for every school purpose.

It's safe! It's dependable! It's the buy. WRITE FOR SPECIAL SCHOOL PRICES and complete catalog TR-51.

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**ELIMINATE MOUNTING AND
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Beseler
VU-LYTE
Opaque Projector



Fan action of the Beseler VACUMATIC PLATEN* not only holds copy flat during projection, but keeps interior of the projector unusually cool.



**FEED-O-MATIC*
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1. YOU CAN use the VU-LYTE in a partially-lighted room. Total darkness is unnecessary in order to obtain clear, sharp images and brilliant colors—because VU-LYTE provides extra illumination.
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All copy is held absolutely flat on the VACUMATIC PLATEN of this ultra-modern Beseler VU-LYTE during projection, through suction created by a special fan.

There is no need to spend time pasting and mounting copy—or inserting copy into holders. You simply introduce your copy onto the platen, and there it “stays put” without curl or flutter.

As you handle the superb new VU-LYTE, you’ll appreciate the exceptional advantages of this VACUMATIC PLATEN. It’s one of the exclusive Beseler developments that make the VU-LYTE the most modern and most versatile of visual teaching tools.

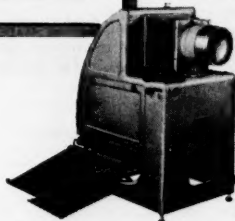
Yes, Beseler explored every line in bringing you a projector that gives top-notch results with maximum ease and economy of operation.

For instance:

These advanced, exclusive features, plus others, are incorporated in a projector that weighs only 35 lbs. and is reduced in price!

Ask for a **free demonstration** of the precision built VU-LYTE in your own projection room and for more information regarding this truly new concept in opaque projection ask for booklet N.

*Pat. Pend.
†Patented



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Planned and preventive maintenance can

SAVE SCHOOL MONEY

GEORGE BLUMENAUER

Architect, Kansas City, Mo.

A PENNY saved is still a penny earned, and sometimes this truth is formidable. Once a school is built, a serious phase of its existence, including maintenance, begins. Costs for maintenance accumulate progressively and are a substantial percentage of the gross annual expense. They may be delayed but not avoided while a project continues to operate, although in some degree they may be controlled.

DIFFERENT CATEGORIES

Maintenance and obsolescence are related but are in different categories. Maintenance applies to a property in its physical sense, while obsolescence is economic. Maintenance falls into two main divisions and comprises the costs for repairs, upkeep and replacements of (1) the structure of the building or buildings, fixed equipment, and grounds and (2) the furnishings and movable equipment. This article refers primarily to the first division. A sizable book would be needed to explain the many items and inconstant factors related to maintenance.

Many school administrators of long experience attest the potential worth of "planned and preventive" maintenance. The accumulated result of experience in this field is of value to persons who will obtain and analyze it; it may help to point out what to avoid and may show comparative methods of operation. (For example, there are wrong methods and good methods of dealing with routine problems, such as the care of floor surfaces.) A result of accumulated experience

is that maintenance costs may be estimated with fair accuracy, and it undoubtedly is good business to set up a per cent of gross income to accumulate for maintenance. Maintenance costs basically are not constant for every type of project or for varying specification and construction standards, even though the quality of management is equal. The ratio may vary as the construction standards vary; the judgment and skill used by management will have a bearing on the problems and expense entailed in the various maintenance and mechanical repair programs.

One should not believe that once a project is built and furnished the nature of the investment is permanent. For we no sooner commence to erect a structure than time and the elements begin to destroy it. For practical economic reasons buildings tend to be permanent, but management and operating methods are transitory; obsolescence may destroy the usefulness of an otherwise sound structure. In the process of "use" many matters connected with maintenance and repairs present themselves for evaluation—walls, roofs, floors, doors and windows; painting and decorations; heating, plumbing and electrical installations; hardware; parts of a structure where moisture may infiltrate; equipment and furnishings, and drives, walks, lawns and shrubbery. The foregoing break down into many details and several thousand individual items.

Much can be done to help control future maintenance costs and problems

while a project is in the plan and specification stage. While the project is being constructed the quality of control exercised over workmanship, materials and construction methods will have a bearing on the amount of gross income that will be required in the future for maintenance and repairs of the structure.

Every part of a building does not deteriorate at an equal rate. Well constructed brick or stone masonry exterior walls may well endure for several centuries, but painted surfaces may need replacement after three to five years of use. When management has the long-term point of view and apportions a part of gross income for maintenance and replacements, the annual budget largely may be spared periodical, heavy demands for funds because of cumulative deferred maintenance.

PERIOD OF SERVICE

A school may budget the various maintenance and replacement items by estimating their capital cost and the period of service expected of items in the structure, such as is shown in the following table.

Estimated Period of Service of Certain Maintenance and Replacement Items for Budget Purposes

ITEM	YRS. EST. SERVICE
Roofing.....	20 to 25
Heating (steam or hot water).....	30 to 35
Painting and decorating.....	3 to 5
Floor surfaces.....	15 upward
Plumbing.....	25 to 30

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Management's alertness to protect and preserve will have a bearing on the period of service of the building and its equipment. Should budgeted items outlive the expectancy, so much the better!

Maintenance of Foundations. Introduction to future maintenance problems begins when the excavating is started for a structure's foundations. One may think of structural foundations as being set in the "solid" earth, but behavior of soil and rock near the earth's surface is not always predictable.

At numerous prospective building sites will be found soil or rock masses that have a tendency toward slow movement; soil that, below the surface, comprises fine, water saturated sand or water bearing sand or gravel, or a filled-in area comprised of undependable elements. A bed of subsurface clay on sloping strata, with a tendency to slide, is not uncommon.

Thorough preliminary investigation of subsoil conditions, by means of test borings, will provide an additional safeguard for the foundation engineering and is a justifiable expense even on so-called small schools. No small part of the structural cracks occurring in buildings or of the damage caused by settlement of foundations is the result of the builder's having incorrect data about the nature and character of soil under the structure. Buildings in which such defects appear are encountered in all sections of the country; they may be difficult and costly to repair, often the defects are unsightly, and where they occur in exterior walls they will admit moisture.

Moisture Control. A common source of damage to buildings is moisture penetration into the structure through basement floors, exterior walls and roofs, and about doors and other exterior openings. This defect is observable in many buildings and tends to result in damage to plaster, wall decorations and contents of the structure; where continued over a long period of time moisture penetration may cause structural damage because of corrosion, decay and the disintegrating tendencies caused by alternate freezing and thawing of moisture saturated areas.

If moisture conductive paths through which water may seep into a structure are not sealed off, expense of a recurrent nature for repairs and maintenance of damaged interior surfaces may be expected. When corrections

of such defects in completed structures are necessary, they may be difficult and expensive to make and somewhat less than satisfactory. Safeguards against leaking basement floors, exterior walls and roofs and against leaks around exterior openings are best assured as a structure is being built; they will result from proper details and specifications, and suitable materials and workmanship, properly executed.

Maintenance of Mechanical Equipment. A substantial part of the capital cost of a modern building is comprised in the plumbing, heating and electrical installations. Maintenance of the mechanical system becomes a substantial item in over-all cost of operation. Piping installations, including conductors for all kinds of liquids and gases, invite corrosion and leaks at joints, valves and connections. There is the probability of dripping from horizontal runs of cold water piping, resulting from condensation where the pipe is not insulated. Electrical installations will require adjustments and repairs periodically.

Accessibility of piping and connections for mechanical equipment will simplify maintenance problems. Often when repairs must be made to piping installations it is necessary to tear out permanent construction to obtain access to the source of trouble, and after the repairs are made the torn-out areas need to be rebuilt. The cost of such operations emphasizes the need for easy accessibility to piping wherever practicable.

The conversant architect naturally will see that corrosion resistive materials and acid resistant waste lines are used in piping installations. Corrosion may develop holes in the piping and permit leaks; the corroding material may accumulate and thus reduce the area and efficiency of the pipe. Maintenance control in the mechanical installation begins at the time of planning and construction of the school building.

Maintenance of Exposed Surfaces. Floors, walls, painted surfaces and decorations normally are subject to hard use. In the interests of operating economy such surfaces should withstand a maximum amount of normal wear and abuse.

In the course of normal operations fingerprints, stains and abrasions will occur on the surface of walls. Interior painted and decorated surfaces normally will meet hard wear, and mate-

rials should be chosen that will endure a maximum number of cleaning operations.

It is merely good business to choose such materials and methods on a basis of their past, long-term performance. A period of at least five years of successful past performance is not an unreasonable standard. Usually it is wise to let someone else do the experimenting. There is no magic in any known materials that will render them impervious to normal wear-and-tear. The best to be hoped for is to obtain efficient, esthetically pleasing surfaces and ratably to lessen the depreciation and obsolescence rate.

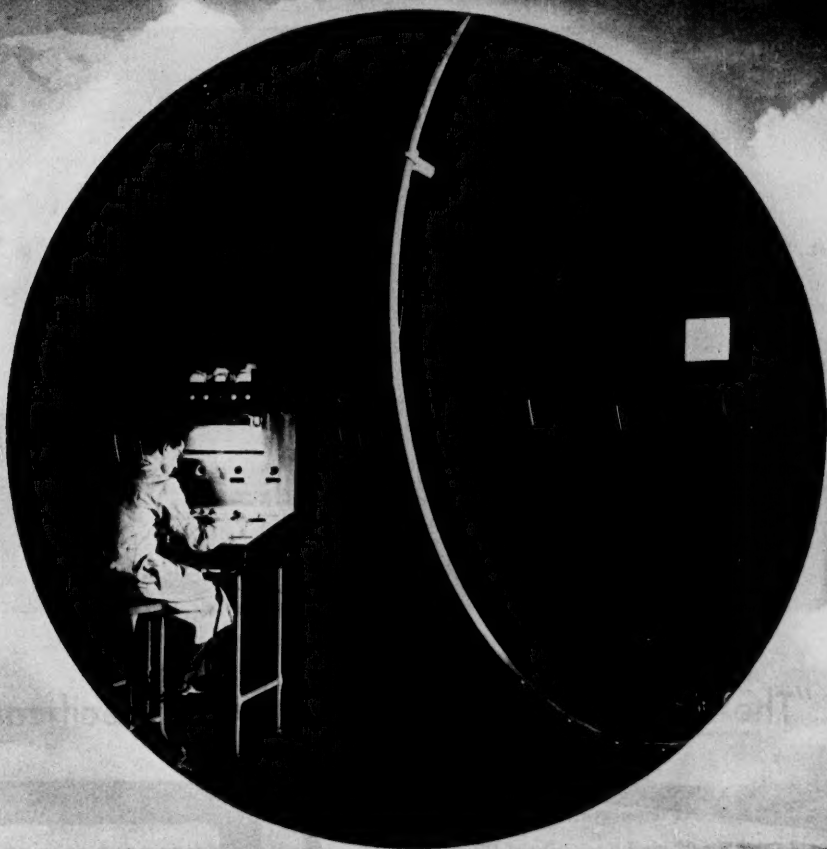
In areas of hard use, such as kitchens, toilets, corridors, stairways and laboratories, a wainscoting laid with tile or terra cotta units having a glazed finish surface at least will require a minimum of maintenance, as compared with most other kinds of surfaces.

Among recurrent maintenance items in schools is the need for repainting exposed finish surfaces. The planner ratably can lessen such future expense by selecting and specifying for many purposes materials that have satisfactory wearing or exposed surfaces and may not require painting.

In a choice between different kinds of materials to serve a given purpose a ratable increase of capital investment may be justified if a material of higher unit cost will become a more economical material to use and maintain than a cheaper material.

Dust Ledges. Literally thousands of lineal feet of potential dust ledges may become part of permanent construction. Dust ledges are formed by off-setting door or window casing, base, wainscoting caps, the tops of lockers and cabinets, paneled doors and like items. Much labor is required in recurrent cleaning of dust ledges, and damage to adjacent walls and other areas will tend to result from applications of the dust cloth—a recurrent waste of labor and money. Savings in maintenance will result if dust ledges are avoided when a project is being planned.

No satisfactory substitute appears for enduring quality, where this virtue is needed. On the other hand, there seems no practical reason to construct a building to endure for a century when the expected period of use would be for only a comparatively short period of years. In any case a thoughtful balancing of capital cost *vs.* maintenance and repairs is justifiable.



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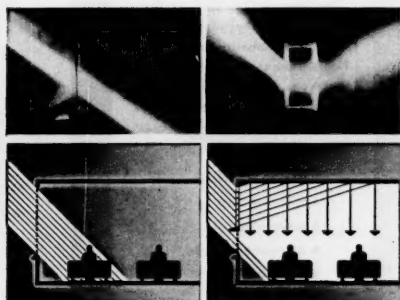
He makes "Daylight" to order for Daylight Engineering study

What happens in a building when the "sun" shines on a light-directing block is measured by the photocell traveling on this hoop. On the other side of the glass block shown in the picture an artificial sun can be set to simulate daylight conditions in any season in any geographical location at any time of the day.

These tests are part of the research-in-daylight program at the Daylighting Laboratory, Engineering Research Institute, University of Michigan, where special projects are set up to study methods of obtaining best quality daylight . . . how to make it do a better lighting job.

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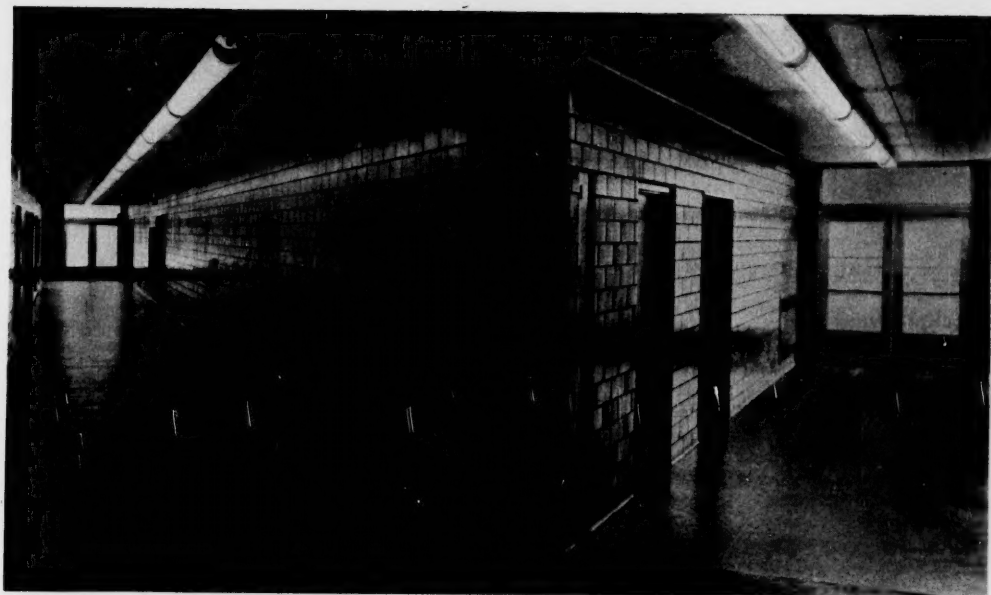


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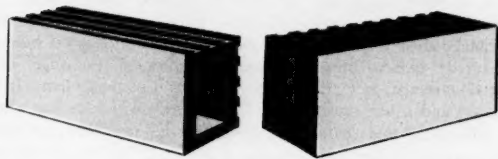
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wire from **W**ashington

Stockpile your fuel

► Buy fuel for your schools now, defense officials urge. By filling school oil tanks and coal bins before September 15, school officials will "help the defense effort and promote the national interest," says Secretary of Interior Oscar Chapman, who keeps tabs on the nation's fuel resources. James K. Knudson, administrator of defense transportation, joins in the appeal. He believes that by fall the railroads and oil trucks will be so overloaded with defense jobs they may not be on hand to deliver fuel for civilian use. "Fuel stockpiling now is patriotic," adds Defense Mobilizer Charles E. Wilson.

Deadline ahead

► Busiest little agency in town is the National Security Training Commission. As of today, it consists of five big-name commissioners (former Congressman James Wadsworth is chairman), an administrative officer, and four secretaries. They have taken a couple of rooms in the Pentagon, but in true Washington style they will soon call for more rooms, more secretaries, more experts. They have a deadline to meet. By October 29, the U.M.T. law says, the commissioners must send to Congress a detailed plan for universal training of the nation's youth.

Tough is their job because they are required by law to devise a new way of life for American youth—a way which many parents, schoolmen and lawmakers will fight bitterly. Tough is their job, too, because they don't know just what Congress wants. Likely as not, Congress may take a look at their product when it is finished and say, "Try again; give us something else."

Nevertheless, the commission works on. It held its first meeting on a hot July day, a get-acquainted session with a large delegation of military officers from army, navy and air force. The

talk behind closed doors and in corridors invariably turned to the Compton Report on U.M.T. This was prepared back in May 1947, but it is a bible for the new commission. The half-dozen copies that circulate among commission members are well marked up, well thumbed through. Any schoolman who reads the Compton Report will be about as well informed on U.M.T. as the commission is today.

Commission members, however, are agreed on one new point: Their plan must be purely military training; it must not be watered down with educational or recreational programs. Defense Secretary Marshall is surrounding the commission with plenty of military advisers to make sure that this is what will happen.

Hope eternal

► The government has not given up hope of bringing teachers under federal social security. Representatives Brooks Hays of Arkansas and Carl Elliott of Alabama have introduced new bills which would permit those who are already covered by state and local retirement systems to accept also federal Old-Age and Survivors Insurance.

Both bills stipulate that all benefit rights of teachers under local retirement must not be hurt by accepting the federal plan, although they do not say how this is to be done. On the other hand, the bills do stress that there is to be no compulsion and that teachers are to decide in secret vote whether they want the federal plan.

Preparations to bring teachers under social security are no empty gestures. The Social Security Administration believes that "in a short time" the teachers associations will change their minds on this question; that the N.E.A., bitter opponent of federal coverage, is fighting a delaying action and a lost cause.

Social security officials say that "basic protection" for all employees in the country does not harm specialized retirement

plans. On the other hand, they claim there are advantages to federal or "universal" coverage. For example, the government is now planning to offer hospitalization benefits to persons 65 years and over who are under Old-Age and Survivors Insurance. It's just one example of the uses to which the machinery of universal social security may be put. "Those who stick to their private plans may have more to lose than to gain by their independence," says one Social Security official.

Flimsy record

► Call it summer doldrums. Or "do nothingness." Or pressure of defense legislation. The fact is that during the summer weeks Congress has done little on bills in which schoolmen have an interest.

The Barden bill for aid to elementary and secondary schools lies untouched in committee. Aid to medical schools was brought before the Senate four times and each time was "passed over," a maneuver used by different senators to kill the measure.

Twenty bills seeking to give school benefits to Korean veterans are in the hopper, but the White House is writing still another draft which may become the "Administration" bill in the fall.

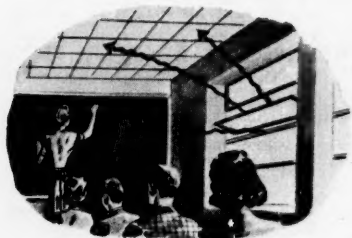
Representative Teague promises new G.I. school legislation for all veterans after he gets through digging into the "irregularities, abuses and small-scale corruption" of the seven-year-old veterans education program.

Action is also promised on expanding R.O.T.C. in colleges, but nothing is likely to happen until January.

To this flimsy record, add one exception: On June 11 Congress enacted a unique educational exchange with India. When Congress lent India \$190,000,000 with which to buy wheat it decided that interest payments made on this loan would be set aside in the Treasury. The State Department was

Acoustical materials:

Here are some facts you should know



Q. Will acoustical materials reduce noise coming in from outdoors?

A. Yes. They will keep sounds from building up after they enter through windows or doors. They will not, however, stop sound transmission through the ceiling or walls. The basic purpose of acoustical materials is to quiet noise which originates within a room.

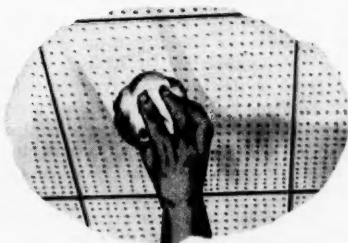
Q. Why are acoustical materials usually painted white?

A. Usually it's important that the ceiling be a good light-reflecting surface to diffuse and reinforce direct light. All of the Armstrong acoustical materials have special white finishes that reflect more than 75% of the light, without glare.

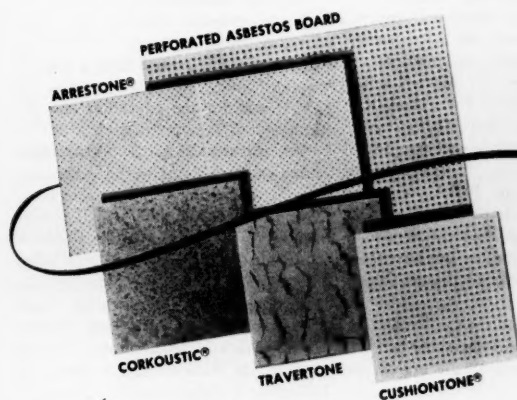


Q. Are acoustical materials hard to clean?

A. No. Most acoustical materials can be cleaned quickly by using a brush, wallpaper cleaner, or vacuum. If unusually dirty air is a problem, Armstrong's Cushiontone with washable paint finish should be considered. Finishes used on all the Armstrong materials are washable and may safely be cleaned by wiping with a damp cloth.



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wire from washington

given the right to use this money to pay travel expenses and tuition for students and professors of India coming to the United States for study and research, and for Americans going to India for the same purpose. Some of the money also may be used to interchange textbooks and laboratory equipment between the two countries. The sum total involved may not run over \$5,000,000, but as a good-will gesture to nonwhite peoples this modest bit of lawmaking is worth billions.

Man with a job

► A reshuffle of staff at N.E.A. headquarters brings to the top Jim McCaskill as the man who will deal with Congress and the federal agencies on all school matters. It is he who now will write draft after draft of new federal aid to education bills; seek sponsors for the bills among friendly congressmen and senators; taxi perennially to Capitol Hill; needle congressional committees into holding hearings; "line up congressmen"; work up interest "in the field" for N.E.A. sponsored bills; watch breathlessly as committees argue or vote behind closed doors.

In short, he has to relieve the heartbreaks that came to those who before him had for nearly two decades tried to convince Congress to enact federal aid to education.

Dr. James L. McCaskill is relatively young, having just reached 50. He is a scrapper, knows Washington big-wigs, talks persuasively in a Tennessee drawl, and has fresh enthusiasm for his new job.

The division he is to direct (he succeeds R. B. Marston) has a double job: first, to push through the legislation in which the N.E.A. is interested; second, to keep in touch with the U.S. agencies whose actions affect the interests of schools and colleges. Dr. McCaskill has had more experience in the second than in the first phase. For the past year, he has headed the Conference for Mobilization of Education. In that rôle he has jostled with the N.P.A., Veterans Administration, Selective Service, and other U.S. agencies. Education always came out a little better off after McCaskill took the field to protect its interests.

What'll happen to the Conference for Mobilization? Best guess is that it'll be permitted to fade slowly out of the picture.

Those "horrid" foundations

► The great educational foundations were created by capitalists who in turn created their wealth through the good old profit system. Now comes Representative Cox of Georgia with the charge that the same foundations are working for communism. His trinity of hates are:

1. The Rockefeller Foundation, which Cox said "finances persons and organizations trying to get communism into the schools and who talk down America and play up Russia."

2. The Guggenheim Foundation, "which is used to spread radicalism throughout the country."

3. The Rosenwald Fund, "which aided organizations stirring up class and race dissension in the South."

Mr. Cox has a typical Washington solution: "Investigate these subversive foundations; cut off their federal income tax exemption."

Portent?

► Small flurry of excitement hit the town when a man by the name of John R. Richards, Wayne University official, set up offices at the Pentagon. His coming was billed as important because he got the title of special assistant for education to the Secretary of the Army.

It was clear that Dr. Richards would work at the "secretarial level," that is, he would find an open door to the army secretary's office. It was a little less clear what he would do. On this point, official statements fell back on statements such as "guide the army's responsibility in the field of education and information," and "coordinate the army's educational matters."

This may mean that Dr. Richards will keep the secretary informed on what educators think and educators on what the secretary thinks; will have a part in shaping policy for some phases of U.M.T. and for the education and information of regular troops.

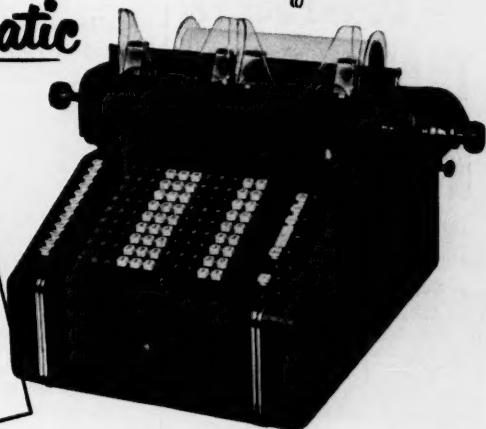
The stir the Richards' appointment caused was partly due to the Pentagon's decision to appoint a high caliber educator for what sounds like a high policy-making job. Some saw in this a portent that other Defense Department branches will appoint similarly qualified educators and give them big enough status to influence the thinking and planning of the generals and admirals. If that happens, the Richards appointment will indeed be a signal event.

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NEWS IN REVIEW



Juvenile Court and Child Study Institute of Lucas County, Ohio, at Toledo.

Juvenile Court Building Planned in Toledo, Ohio

TOLEDO, OHIO.—Construction began here in August on the \$1,500,000 Juvenile Court and Child Study Institute of Lucas County, which is expected to be completed in 1953.

The building will be of functional design and in a contemporary style, said John N. Richards of Bellman, Gillett and Richards, the architects for the building. It will have 73,500 square feet of floor space.

Living quarters will be provided for 40 boys and 24 girls; the building also will include offices, recreation areas, courtrooms and classrooms.

Every effort was made to plan an attractive, durable building, which will not look like an institution, Mr. Richards pointed out. Walls will contain glazed brick in a wide variety of pastel tints.

An intercommunication system will be installed for administrative and entertainment purposes, and the building will also contain a gymnasium.

A dining room and kitchen, refrigerated food storage space, laundry and record storage room for the juvenile court and the child study institute will occupy the space on the first floor as well as offices for the judge and clerk of the juvenile and domestic relations courts, the director and assistant director of the child study institute and child support referee, marriage counselors, case workers, and for general administration offices, hearing and waiting rooms and the juvenile courtroom.

The second floor will contain sectionalized living quarters for girls. Each section will contain a playroom, a reading room, toilets and showers, space for clothing storage, and individual rooms. A clinic for medical and psychological purposes, administrative offices, instructors' rooms and two classrooms, complete the second floor plan.

Three separate units of living quarters for boys are on the third floor and are arranged like those on the second floor.

Chief State School Officers Call for More State Responsibility

QUINAULT, WASH.—The National Council of Chief State School Officers meeting here July 6 to 9 called upon the teacher and the layman to join efforts in considering "how the teaching and practice of the American way of life in and through the schools can be improved and intensified."

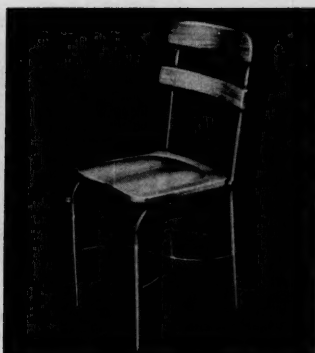
The council warned that "those reactionary and subversive influences that attack our American way of life through attacks on education must be exposed and their ulterior purposes made known to the general public."

Many of the chief state school officers were definitely alarmed about the present policy of the U.S. Office of Education in utilizing federal field and regional offices for facilitating priority allotments of materials for school buildings rather than "the established educational agencies in the states." They expressed their commendation, however, to the National Production Authority for dele-

(Continued on Page 102)



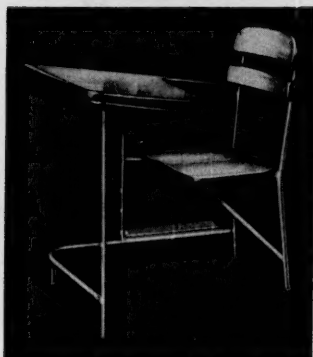
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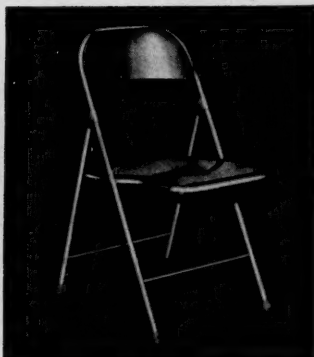
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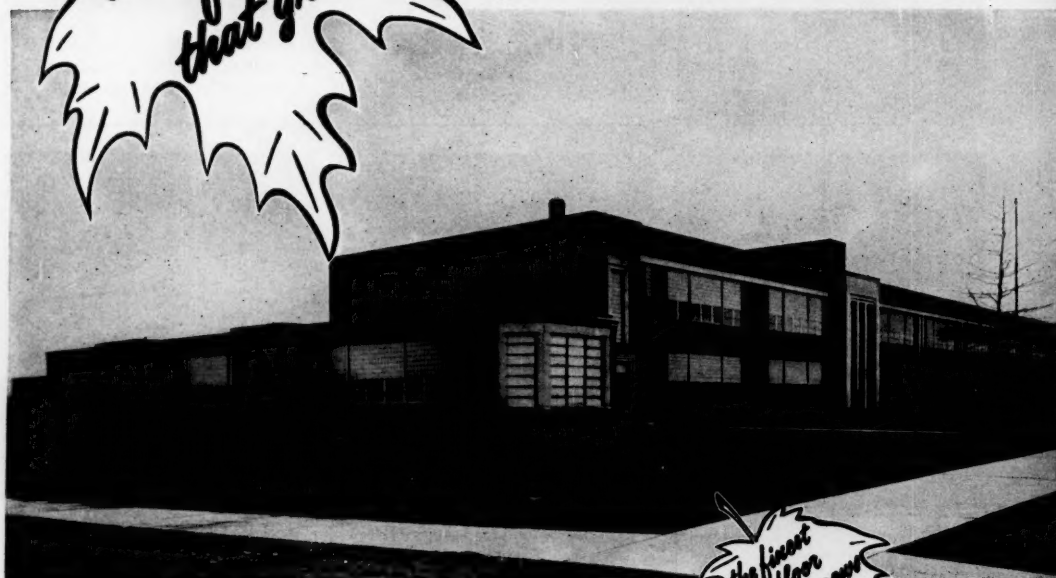
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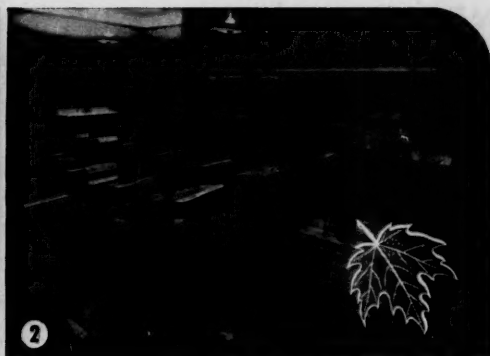
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NEWS...

gating to the U.S. Office of Education the administration of these priorities for education.



E. A. Bateman

The new president of the council is E. Allen Bateman, Utah's state superintendent of public instruction. He succeeds in the presidency Lee M. Thurston, Michigan's state superin-

tendent, who automatically becomes first vice president. Finis E. Engleman, commissioner of education for Connecticut, was reelected to a one-year term as second vice president. For directors the group chose Thomas D. Bailey, Florida state superintendent, to succeed Clyde A. Erwin, North Carolina state superintendent, for a term expiring in 1954; elected Clyde Hisson, Ohio state superintendent to fill out the directorship term of Dr. Bateman, which expires in 1952, and reelected Hubert Wheeler,

Missouri commissioner of education, for a three-year term.

The new president has been state superintendent in Utah since 1945. Previously he was superintendent of schools in Logan City and superintendent and formerly high school principal at Murray, Utah. His earlier teaching experience had been in the high schools of Utah. Dr. Bateman was president of the Utah Education Association in 1939-40. He is a graduate of the universities of Utah and Chicago, and received his Ph.D. from Columbia University, for which degree his research traced the development of the county unit school district in Utah.

One of the convictions of the chief state school officers council is the belief that the U.S. Office of Education should be made an independent agency of the federal government. Resolutions again favored this proposal, specifying that the office should operate under the general direction of a board of outstanding laymen that would have powers of policy-making and appraisal and authority to appoint the U.S. commissioner of education.

The state superintendents reiterated their staunch belief that "state and local administrative structures in public elementary and secondary schools should be maintained separately from administrative structures operating other phases of governmental services."

The current trend toward the organization and greater activity of state school board associations was endorsed with a pledge from the council to cooperate with such groups in joint efforts "to strengthen public education and preserve its ideals."

While emphasizing the importance of health education and health services in the schools, the chief state school officers vigorously opposed any "structural fusion of health, education and welfare agencies at local, state or federal levels."

"Television," said the group, "is in danger of being monopolized by commercial interests in ways that will not protect the high general educational level upon which our way of life depends." The group therefore requested the reservation of a number of channels and a reasonable amount of time on all channels each day for noncommercial programs, especially for educational broadcasting, in every metropolitan area and major educational center.

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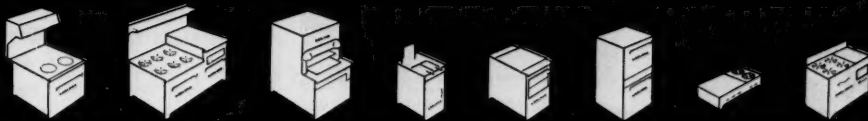
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NEWS...

federal control of education more likely, the council urged that the U.S. Office of Education decentralize the administration of any educational program in the states, such as Public Laws 815 and 874, and the distribution of surplus property, as well as the administration of priorities and the allocation of critical materials. Such programs, believe the state superintendents, "should be administered through state departments of education rather than through direct relationship with local school districts."

Pointing to "the greatly increased need for educational research," the council urged that Congress provide greater appropriations to the U.S. Office of Education for research programs to be conducted in cooperation with state departments, with colleges, universities and research institutes, and with individual scholars.

The group vigorously objected to "proposed legislation which would permit establishment of independent vocational rehabilitation commissions in the states. Vocational rehabilitation," said the group, "is primarily educational in character, and it should be assigned permanently to the U.S. Office of Education for administrative purposes."

The failure of President Truman "to appoint any public school educator to the National Science Foundation board" was deplored by the council, which called upon the President and his executive department to appoint a larger percentage of teachers and administrators to such agencies as the Fulbright board, UNESCO, National Production Authority, Commission on Universal Military Training, and other organizations with functions that directly affect our system of education. The superintendents urged that the education of Indians be administered through the state and territorial education agencies rather than as a direct federal program.

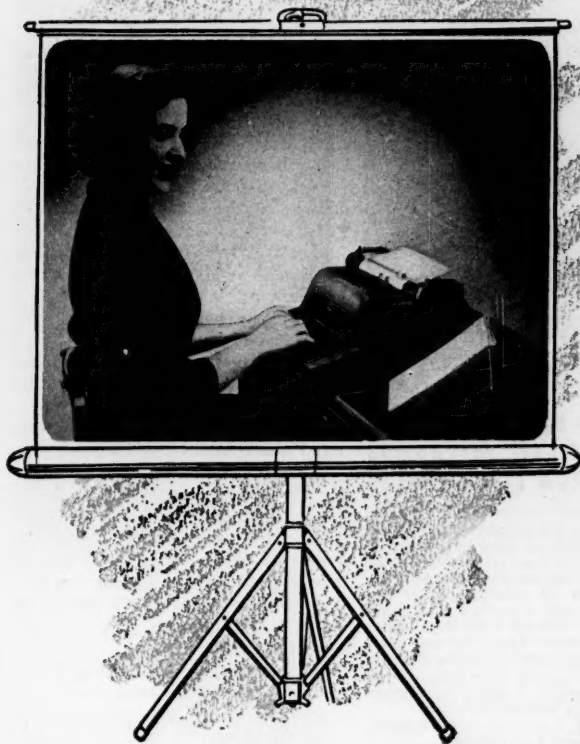
Federal financial aid to education was again endorsed, both for operation costs and for school plant construction, provided the direction and control of operational aid are reserved by law to the states and the distribution of funds for school construction is in accordance with the plans developed by the states.

World Educators Pledge Fight for Freedom

VALLETTA, MALTA.—The World Organization of the Teaching Profession, an organization to promote international understanding among nations through

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NEWS...

education, adjourned its fifth assembly here, July 25, until next year.

Leading educators, which represent 2,000,000 teachers from more than 20 countries, unanimously decided to intensify their efforts to combat tyranny and uphold freedom in education.

The delegates approved several reports urging teachers in the free world to prepare programs for elementary and secondary schools that would contribute effectively to a clearer understanding of democratic ideals and ethics.

A committee on human rights and world citizenship, representing 10 member countries, drew up a report July 24 recommending that all national teachers' associations in the free world develop a program "to teach children and youth the duties and rights of citizenship" in a democratic society.

The report, which was submitted to the general assembly, also urged modification of the U.N. Declaration of Human Rights, adopted in December 1948. The report said that the declaration

should include in each article not only the rights but the duties and the responsibilities of citizens. For the time being, however, the teachers should base their programs on the U.N.'s declaration "in the hope that gradually the citizens of different countries will come to realize the essential unity of mankind everywhere."

The planned citizenship drive should be aimed not only at children, but also at "parents and other adults, who frequently contribute to the development of attitudes and habits that are contrary to the ways of good citizenship," the report stated.

Earlier, William F. Russell of Columbia University, who was reelected president of the organization for a one-year term, said, "Citizenship cannot be taught by words alone. It must be the result of action."

"Firsthand knowledge in the problems of self-government will give a better sense of duties than any work from books. Statistics have shown that in the programs carried out in the U.S. schools under our guidance, children not only improve their behavior as citizens but know a great deal more than others concerning the meaning of democracy."

The group resolved to make an international study of teachers' salaries and to gather statistical information on governmental expenditures for public education to compare it with that of other public services.

All nations' teachers receive inadequate compensation, the delegates declared, but one resolution implicitly deplored the low salaries of Maltese teachers. It expressed the hope that their difficulties would be resolved speedily by the island government.

Membership applications of three countries were approved: Japan, Turkey and South Korea. German teachers will soon ask to join the organization, announced George A. Selke, acting chief of education and cultural relations for the U.S. High Commissioner's Office in Germany.

The body ratified a draft constitution calling for a merger with two other international teachers' organizations, which met at Hyeres, France, the following week. Mrs. Cora A. Mowrey, former president of the U.S. National Education Association, said that her group had voted for the project with reluctance. She said that unless the constitution were ratified promptly, the association

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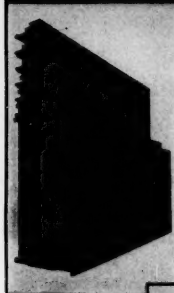
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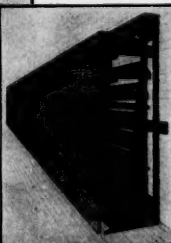
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TOP: "Two Level" installation utilizes balcony for extra seating. INSET: Shows "recovered" balcony and main floor areas for regular use



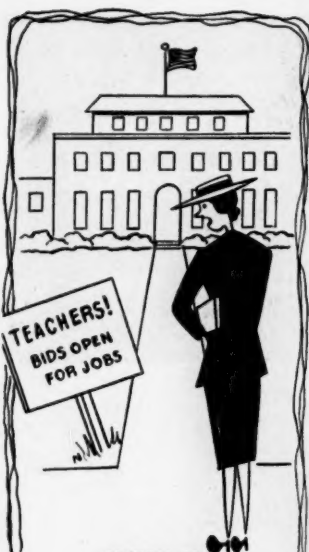
LEFT: High-Row type safely accommodates extra large groups.



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NEWS...

would insist on strengthening the world organization and would attempt to achieve unity of the teaching profession by other means.

Stanford Opens Laboratory for School Plant Planning

STANFORD UNIVERSITY, CALIF.—On July 26, Stanford University officially opened a new school plant planning laboratory.

Dr. James D. MacConnell, associate dean of the school and director of the laboratory, described its purpose:

"First, we want to provide a work area for continuing research on school



Dr. MacConnell takes Dr. R. A. Boyd, head of the Daylight Laboratory at the University of Michigan, on a tour of Stanford School Plant Planning Laboratory

building and equipping. Of course, we want the laboratory to be of the utmost benefit to school administrators and future administrators who come to Stanford for training.

"Second, and no less important, we want to offer visual demonstrations of the materials now available to help solve the problems of school construction. The new laboratory gives us an opportunity to be of practical service to the builders of schools, architects, school boards, P.T.A.'s, and the citizen with an interest in good school planning."

Two years in its own planning stage, the laboratory was made possible through the cooperation of more than 60 manufacturers of school equipment and building supplies. Among its features is a scale-model classroom that demonstrates the effectiveness of different methods of lighting and the use of color. The model is equipped with scale-model desks which are fully adjustable to all the posture and visual needs of school children. It is also equipped with daylight diffusing prismatic glass blocks to admit an ideal amount of natural light from outdoors.



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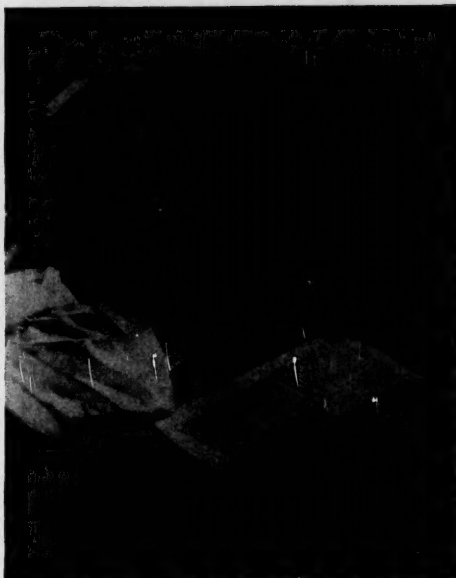
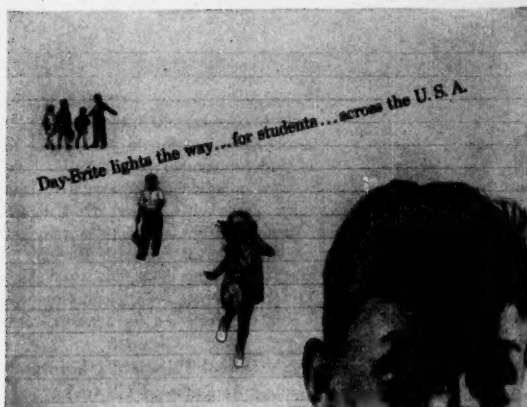
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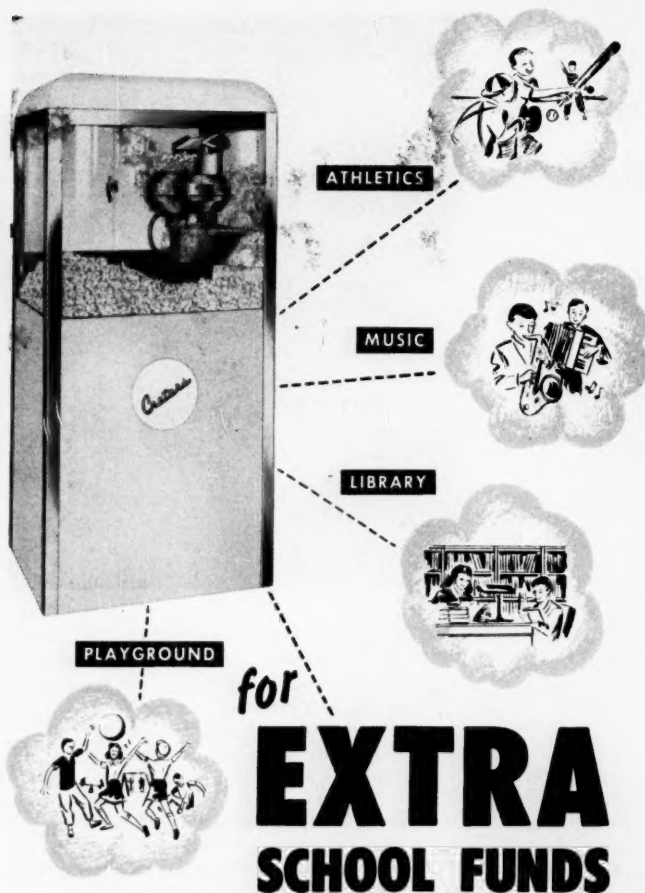
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NEWS...

Veto of Broyles Bill Sustained

SPRINGFIELD, ILL.—The Illinois senate recently sustained Gov. Adlai Stevenson's veto of the Broyles anti-subversive bill, although the margin was close.

Detroit Named Host City for 1952 N.E.A. Convention

WASHINGTON, D.C. — Members of the board of directors of the National Education Association named Detroit as host city to the 90th annual convention in 1952.

New officers elected at the 89th convention at San Francisco in July include: president, J. Cloyd Miller, superintendent of schools at Deming, N.M., and first vice president, Mrs. Sarah C. Caldwell of Garfield High School, Akron, Ohio.

The other new vice presidents elected are: Elton H. Boettcher, Wausau, Wis.; W. Virgil Cheek, Springfield, Mo.; Mary O. Haas, Biloxi, Miss.; Gunnar Horn, Omaha, Neb.; Alice Horsley, Roanoke, Va.; Mildred McCormick, Shreveport, La.; Margaret T. C. Murphy, New Bedford, Mass.; Flo Reed, Elko, Nev.; Gladys Robinson, Lancaster, S.C., and N. Eugene Shoemaker, Red Lion, Pa. Colon L. Schaibly, Kalamazoo, Mich., was reelected for another term.

New members of the executive committee include Mr. Miller, Mrs. Caldwell, Vincent Dodge, Fargo, N.D., and Harvey E. Gayman, executive secretary of the Pennsylvania State Education Association. Robert C. Gillingham, Compton, Calif., was reelected for a second term.

High School Principal's Salary Should Be Ratio of 1.8 to 1

Increments in a principal's salary for Class A and B high schools should be based on a definite ratio to the salary schedule of teachers, but an equitable ratio would be 1.8 to 1, according to the recent recommendation of the Michigan Secondary School Association. In the article by S. H. Lyttle on page 40 of our August issue, *THE NATION'S SCHOOLS* erroneously reported this ratio as 1:8 instead of 1.8.

Too Many Americans Part of "Wrecking Crews" of Education

CEDAR FALLS, IOWA.—Addressing the opening session of the second annual school public relations workshop at Iowa State Teachers College in July, O. H. Roberts Jr. said that too many Americans are consciously or unconsciously part of



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will be complete if it's equipped with an Electric Range!

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*Source: "Magazine of Building"



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NEWS...

one or more "wrecking crews" of public education.

Mr. Roberts, president of the school board of Evansville, Ind., and a member of the National Citizens Commission for the Public Schools, said that four main fears prompt "wrecking crew" members "as they strike out in all directions in these days of uncertainty." They are fears of change, of universal education, of finance, and of subversive tendencies in the schools.

"Some of us fear change so much that

we are opposed to all new ideas, regardless of merit." Thus, said Mr. Roberts, "the term 'progressive' becomes a term of reproach where applied to education."

Foes of universal education, he said, seek restricted curriculums and unenjoyable education that will result in many drop-outs. He also attacked those persons who lash out at the schools because "they do not teach fundamentals . . . because they are anti-religious . . . because teachers are radical." Their real

concern, he said, is that better schools cost more money and will hit them in the pocketbook.

Other persons, said the attorney, blame public education for all political and economical changes in the nation. If the "wrecking crew" members don't like the changes they conclude the schools are subversive.

Mr. Roberts urged that school and lay persons alike never lose sight of the fact that public education is for children and does not exist as a large business to create a profession for educators, to keep supply houses in existence, or to provide fodder for meetings and conferences.

Ford Foundation Sponsors Pre-Induction Scholarship Plan

NEW YORK.—Four universities, co-operating with a "Pre-Induction Scholarship Program" sponsored by the Ford Foundation, have selected 200 outstanding students from 32 states to participate in the program.


Its purpose is to provide the youths with two years of liberal education before they enter military service. It will be financed by a grant of approximately \$1,200,000 from the Fund for the Advancement of Education, a division of the Ford Foundation. The plan will enable each of the four universities, Chicago, Columbia, Wisconsin and Yale, to accept this fall 50 young men, three-fifths of whom must be youths who have not yet completed high school. The students in this younger segment, however, must have completed at least the 10th grade or its equivalent.

Each of the 200 students, all of whom must be younger than 16½ on September 15 of this year, will receive two-year, full tuition scholarships. In most cases, they also will receive cash grants up to \$1000 for living expenses.

New York State provided the largest group of winners comprising 45 per cent of the students; Illinois was next with 10 per cent of the total; New Jersey was third with 9 per cent, and Pennsylvania was in fourth place with 5 per cent.

Nearly 2000 students applied for the scholarships. A second group of 200 students will be admitted in the fall of 1952 so that the experimental project will run for three years.


One of the important results of the undertaking is expected to come from an analysis and evaluation of the program. During the first years, means of extending participation to other interested colleges will be explored, either by



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NEWS...

a conference in the summer of 1952 or by a system of "internships" which would enable faculty members of other colleges to become directly acquainted with the program.

More Than 200 Attend E.F.L.A. Conference in Chicago

CHICAGO.—The theme of the eighth annual conference of the Educational Film Library Association which led off the National Audio-Visual Convention July 26 was "Resolving Conflicts Through Effective Communication."

The E.F.L.A. held its annual conference, July 26 to 28, in conjunction with meetings of the National Audio-Visual Association, the Film Council of America, the Midwest Forum on Audio-Visual Aids and other organizations representing varied aspects of the audio-visual education field.

More than 200 educators from 32 states, Washington, D.C., Canada and Puerto Rico attended the meetings. They represented school systems, colleges and universities, public libraries, church groups and educational film producers.

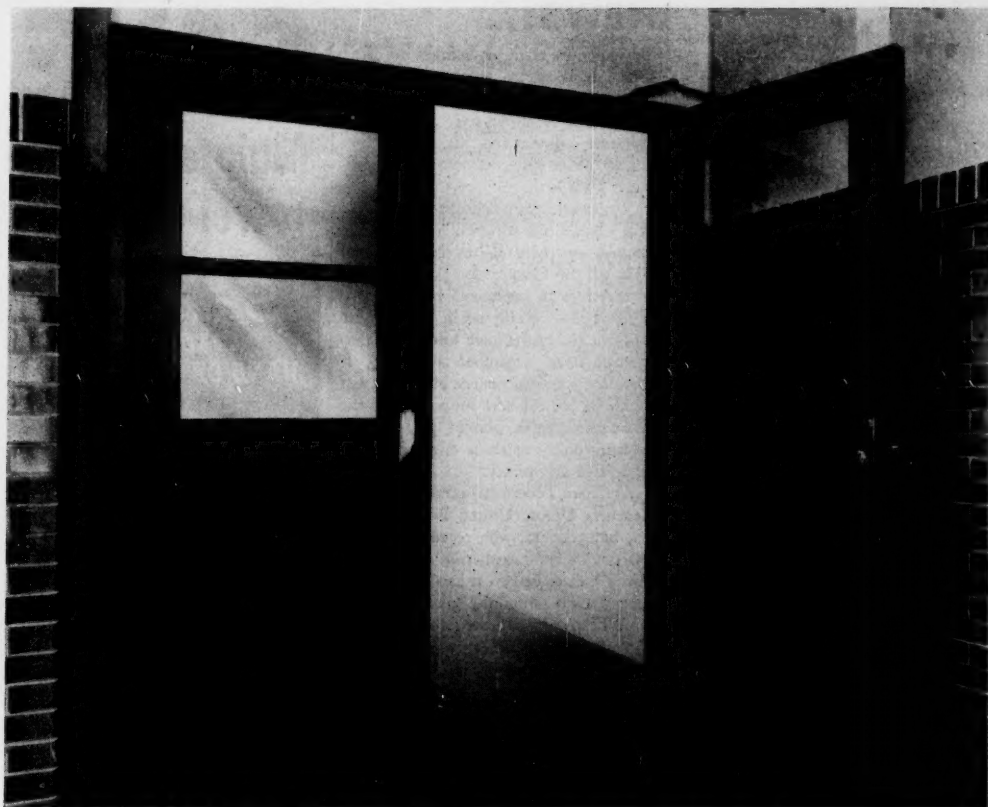
"Human Fission More Dangerous Than Atomic Fission" was the subject of the first E.F.L.A. general session. Arthur Moehlman of the University of Iowa explained and illustrated, via overhead and motion picture projectors, the dangers of human fission—the splitting of peoples into opposing groups, the separation of humanity from humanity on political, economic, social, religious and educational bases. Humanity's values plus universal education, he stressed, is the formula to infinite destiny and the complete life for individuals.

In a major conference address July 27, Harold Laswell of Yale University outlined the tremendous rôle of educational films in helping people understand the power processes in the world of today. Out of real understanding, he said, will come a sense of confidence in one's own insight and the kind of collective action that makes survival possible.

Communists Barred From Meeting in New York Schools

NEW YORK. — The Communist party and the International Workers Order have been barred from using New York City's public school buildings by the board of education here.

The board also empowered itself and



HANDSOME, RUGGED FENESTRA DOOR UNITS in the Batesville High School, Batesville, Miss.
Architect: Harker & Heyer. Contractor: Consolidated Construction, General Contractors.

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You pay less for installation—Installer just bolts the strong steel frame together, attaches it to floor and anchors it to wall, screws on the shining template locks and hinges and hangs the door. That's *all!* Door and Frames are completely factory-machined. No cutting or fitting or prime-painting—or *anything!*

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NEWS...

the superintendent of schools to issue
similar bans against any other organiza-
tion believed to be totalitarian, Fascist,
Communist or subversive.

Before announcing his vote Maxi-
milian Moss, president of the board,
said:

"Just as there is no constitutional right
of a Communist to teach in our public
schools, so there is no constitutional
right of the Communist party to hold
its meetings in our school buildings.

"This is especially so in view of the
fact that the courts have ruled that com-
munism is an 'organized conspiracy.' It
therefore seems inconceivable to me that
buildings owned and supported by the
American people should be used as
meeting places of those engaged in the
'organized conspiracy.'"

Abraham Lederman, president of the
Teachers Union, United Public Work-
ers, independent, who recently was dis-
charged by the board from his teaching
position after he refused to say whether
he was a Communist party member,
later declared that the school officials
had "dared arrogate to themselves the
power to label an organization as sub-
versive by mere fiat.

"Even the United States Supreme
Court in a recent decision held that it
was illegal for the United States Attor-
ney General to place organizations on
so-called subversive lists without hear-
ings and some form of due process,"
he said.

Southern Governors Criticized for Stand on Segregation

ATLANTA, GA. — The Southern Re-
gional Council has made public an "open
letter" criticizing the governors of three
Southern states for declaring that segre-
gated schools would be retained in their
states even if the practice were ruled
unconstitutional by the U.S. Supreme
Court.

Addressed to James F. Byrnes of
South Carolina, Herman E. Talmadge of
Georgia, and Fielding L. Wright of Mis-
sissippi, the letter read, "The recent
utterances of each of you have had a
secessionist ring to them which echoes
strangely in modern ears."

The council, which has its headquar-
ters here, is composed of educators,
clergymen, editors, civic leaders and
representatives of labor and industry.

Following, in part, is the council's
letter:

"It is our conviction that the vast
majority of Southerners have no wish

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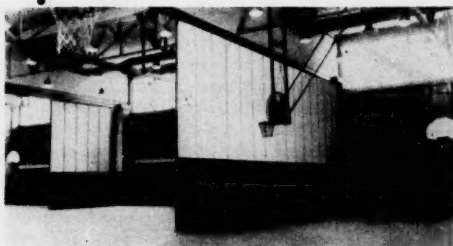
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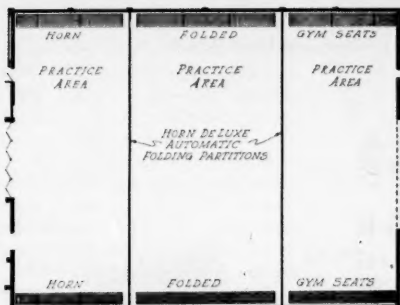
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HORN GYMSEATS FOLDED AND PARTITIONS OPEN



NOTE COMPACTNESS OF HORN EQUIPMENT

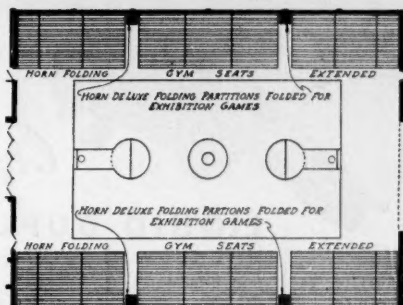


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NEWS...

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"They recognize that our system of government is a good one and that the South has more than proportionate voice in the conduct of it.

"Until proved wrong, we will continue to believe that the people of

Georgia, South Carolina and Mississippi will not—in the name of Southern tradition or anything else — be willing to declare a moratorium on American democracy.

"The main consideration is not what the Supreme Court will rule, or what will be the administrative outcome of its ruling; it is how we, as Southerners and Americans, will accept the results, whatever they may be.

"We sincerely urge that you use the prestige of your high offices to set an

example in that regard which the whole South can follow in honor and good citizenship."

Pointing out that various denominations in the South recently had opened seminaries and colleges to students from both races, the council questioned the possibility of a proposal to turn public school systems over to churches, or other private groups, to be administered on a bi-racial basis. The council added that "many sincere Southern people would be deeply distressed to see their churches cast in the rôle of champions of segregation."

Center for Study of Liberal Education for Adults Planned

NEW YORK.—John S. Diekhoff, associate professor of English at Queens College, has been named director of the Center for the Study of Liberal Education for Adults, which is being established in Chicago. It will be administered by a committee of the Association of University Evening Colleges, which recently received a grant for that purpose from the Ford Foundation.

The Chicago center will conduct research into curriculum and allied problems, the training of teachers and non-professional leaders, the community organization of adult educational enterprises in urban communities, and how such activities can and should be paid for.

Elementary Teachers Still in Short Supply

WASHINGTON, D.C. — Only 32,000 qualified elementary teachers will be graduated in 1951. Needed are 60,000 to replace retirements, 10,000 to meet increased enrollments and as many as can be obtained to replace "emergency" teachers. These facts of supply and demand point to a hard time ahead for the administrator looking for elementary teachers for this September.

According to facts revealed in the N.E.A.'s 1951 Study of Teacher Supply and Demand, enrollments have steadily increased by about three-fourths of a million a year since 1946. Soaring birth rates will bring an added 7,000,000 children to school in the next six years. There has been no accompanying increase in the number of persons entering elementary school teaching.

Ray C. Maul, who compiled the supply and demand figures, said aggressive action is being taken in some communities (including door-to-door canvassing) to

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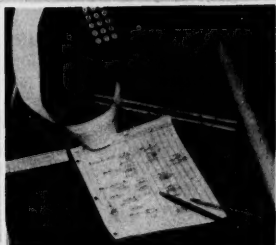
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This gives you and your architect clear and undistorted control, frequently results in substantial cost savings. Price information supplied by Professional manufacturers is factual, reliable, free of guesswork. You know where you stand and you're assured of Professional quality.



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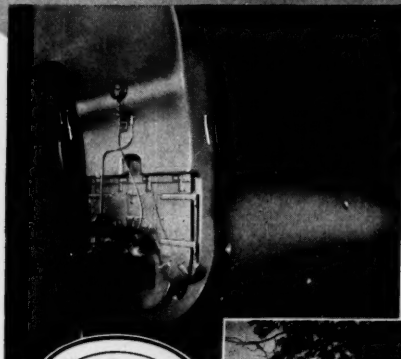
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NEWS...

locate possible teaching candidates for elementary schools.

High school administrators will find it difficult this fall to hire home economics teachers, school librarians, or women's physical education teachers, according to Dr. Maul. These young women are in great demand by industry and nonschool agencies. On the other hand, the administrator may have his choice of three men gymnasium instructors for every available position. This surplus may change to a shortage overnight as the armed forces requisition the instructors' services. Industrial arts teachers, now in surplus, may also be lured into higher paying factory jobs, Dr. Maul cautions.

\$22,012,049 Reserved for Schools in Federally Affected Areas

WASHINGTON, D.C.—About \$22,012,049 in federal funds has been reserved by Earl J. McGrath, U.S. Commissioner of Education, for 85 school construction projects in "federally-affected" local school areas.

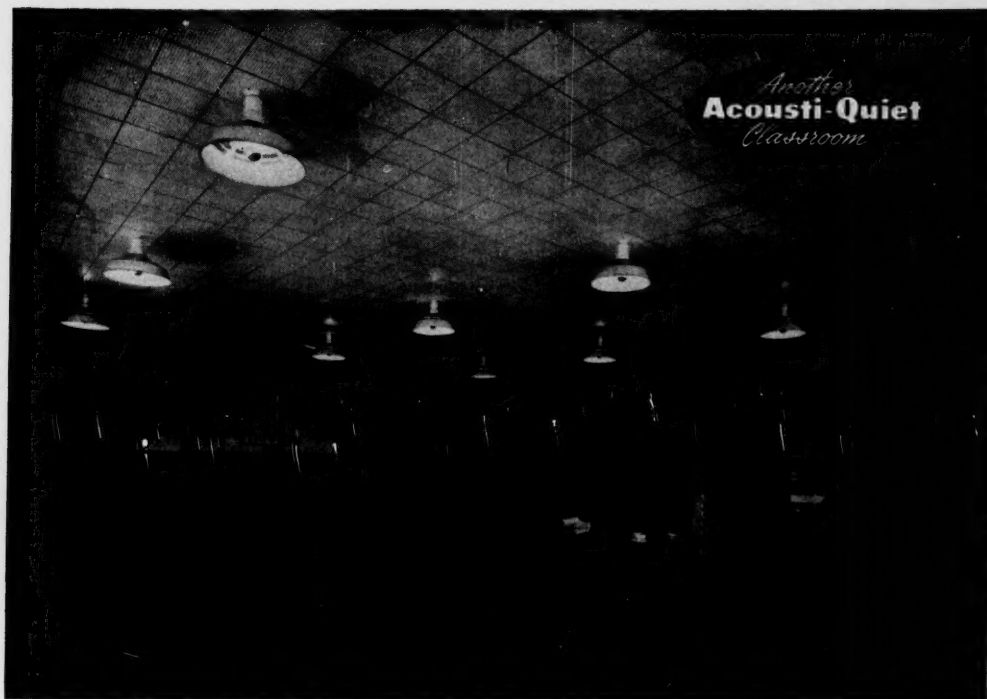
Commissioner McGrath reported that \$6,000,000 has been reserved for critical areas "by reason of national defense activities." A total of \$8,880,000 has been set aside for construction of schools on federal property, leaving \$35,120,000 for grants to local education agencies.

Commissioner McGrath said that as of June 1, 1951, a total of 781 school districts had applied for assistance in financing urgently needed school construction projects under Public Law 815. Federal funds amounting to more than \$200,000,000 have been requested by local school authorities for high-priority school construction projects. The estimated entitlement of school construction projects in all districts applying for assistance totals more than \$350,000,000.

National Conference on U.N. Scheduled for January

WASHINGTON, D.C.—Originally announced for September, a national conference on the United Nations and the Specialized Agencies has been scheduled for January 27 through 31, the U.S. National Commission for UNESCO has announced.

To be held at Hunter College, New York City, the national conference will be the third to be sponsored by the U.S. National Commission for UNESCO, a body of 100 leaders appointed to forward the work of UNESCO.



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NEWS...

Committee to Plan Conference on Women's Role in Defense Decade

WASHINGTON, D.C.—At the invitation of the American Council on Education, a committee of women has been formed to plan for a national conference on women's rôle in the defense decade.

The national conference will take place September 27 and 28, in New York City.

"Women's Rôle in Teaching" is one of the seven chief areas of women's interests concerning which preliminary

studies will be made for discussion and action at the conference.

One of the members of the committee is Mrs. Pearl A. Wanamaker, superintendent of public instruction for the state of Washington.

Fashion Institute of Technology to Become Community College

NEW YORK.—Under the supervision of the State University of New York and the sponsorship of the board of education here the Fashion Institute of

Technology will assume the status of a two-year community college in September.

The institute, organized seven years ago by the board to provide post-high school training, will feature specialized curriculums in apparel, millinery, textile design and scientific management—plus sufficient general education so that students may transfer to the upper divisions of other colleges and universities.

Under conditions recommended by the board of education and approved by the board of trustees of the state university, students will be admitted to the college "on a free scholarship basis, without charge for tuition, solely on the basis of their aptitudes, talents, intelligence, character and citizenship."

Out-of-state, part-time or extension students "shall be charged such tuition and fees as may be established" by the trustees of the community college, upon recommendation of the board of education and with the approval of the board of trustees of the state university.

A.E.R.A. Moves Editorial Offices to University of Illinois

URBANA, ILL.—The American Educational Research Association has just issued its quarterly publication, *Review of Educational Research*, from its new editorial offices at the University of Illinois.

The removal of the editorial offices to the university for a three-year period was authorized by the association in February.

The new editor of the current issue is Prof. Francis G. Cornell of the staff of the University of Illinois Bureau of Research and Service.

In addition to Dr. Cornell, the new editorial staff consists of Darrell J. Inabnit, assistant editor, and Mrs. Barbara K. Haxby, editorial assistant. The editorial board is composed of educators and officers of the association.

National Safety Congress to Meet October 8 to 12

CHICAGO.—At the meeting October 8 to 12 of the 39th National Safety Congress and Exposition, educators, traffic safety enforcement officials, and industrial and civic leaders will focus their attention on ways to make American communities safer for children.

A meeting October 11 will highlight the four-day congress session of the council's school and college division and



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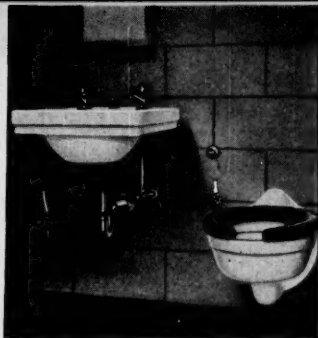
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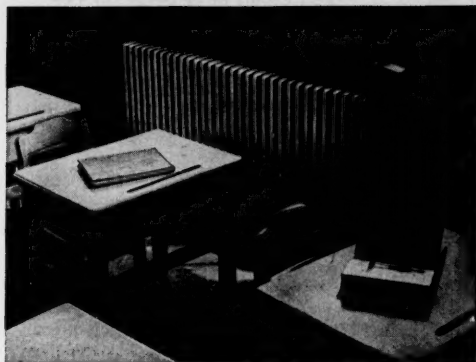
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This enclosure for teachers in the girls' washroom of the McManus School features a **BUENA LAVATORY** with self-closing faucets, and an **INSTANTO WATER CLOSET**. These genuine vitreous china fixtures—both here and throughout the washroom—are wall-hung for greater sanitation and easy cleaning. Vigorous blowout flushing action of the Instanto Water Closet assures thorough cleaning.

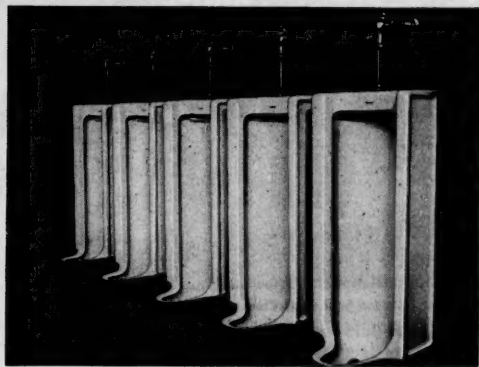
Architect: Leslie M. Dennis, Elizabeth, N. J.
General Contractor: Andrew Christensen & Sons, Inc., Elizabeth, N. J.
Plumbing Contractor: Arthur McManus, East Orange, N. J.
Heating Contractor: August Arace & Sons, Inc., Elizabeth, N. J.
Wholesale Distributor: Sanitary Plumbing Supply Co., Orange, N. J.



A compact, slim-tubed **ARCO RADIATOR** keeps tots comfortable in this kindergarten room. Arco Radiators provide exceptionally quick heating . . . economically. Available in a variety of widths and heights to fit practically any space requirement.



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These **CHINAL URINALS** are easy to clean because they're made of genuine vitreous china . . . will not stain. Flushing action is fast and efficient. Easily accessible to students of all sizes, these urinals encourage proper use, eliminate unsanitary conditions.

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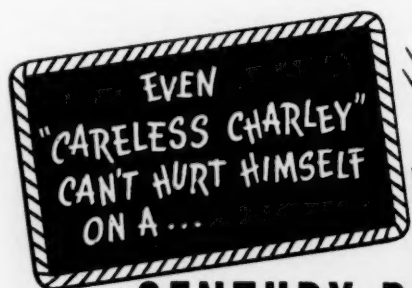


Today's McArthur Towel... Over 350 Uses Yesteryear's Average Towel... Only 125

Just 20 years ago, users of school gym towels could launder one ordinary towel only about 125 times. Through the years, McArthur and Sons, by the use of double thread weave and the finest 2-ply yarns, have produced a sturdy towel with heavy tape selvage and color stripe down the side that yields better than 350 uses. Without a doubt, this product by McArthur, available in Super-Gym and Super Turk design is today's most economical towel buy. Write today for further information.

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CENTURY DESK

- **SAFETY-LID TOP** cannot fall; no chance of finger-jamming!
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Yes—all these safety features, plus unconditional 5-year guarantee against structural defects! Fully adjustable, too—no need to buy more than one desk for various grades. CENTURY is the only desk that grows with the child!

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NEWS...

will urge closer cooperation among industry, educators, public officials, and local safety councils for a continuous drive against all types of accidents to children.

More than 2000 educators are expected to attend the sessions of the school and college division of the council during the congress.

Mrs. Buchanan Elected to Fill Out Husband's Term in Congress

McKEESPORT, PA.—Mrs. Frank Buchanan, wife of the late Congressman Frank Buchanan, has won the right to fill out the term of her husband, who died last April. An election was held here in July in conjunction with the statewide party primary election.

Mrs. Buchanan, a grandmother, will represent the industrialized and traditionally Democratic 33d Pennsylvania district near Pittsburgh.

Her husband, who had been a high school teacher here, was Democratic whip in the House of Representatives at the time of his death. He was also chairman of the House committee that investigated lobbying activities in 1949 and 1950.

Mr. Buchanan was the author of an article which appeared in the July issue of *The NATION'S SCHOOLS*, entitled "Lobbying and Its Influence on the Public Schools."

Full Credit to Be Given for Two University Courses on TV

CLEVELAND.—Full credit will be given for two regular university courses presented by Western Reserve University over television this fall, President John Schoff Millis has announced.

According to Dr. Millis, it marks the first time that credit toward a degree will be given for television study by any university in the country. Appearing over Station WEWS, the first "class" will begin September 17 at 9 a.m. and continue for half-hour periods for 13 weeks.

The courses, which are regarded as an experiment, are Introductory Psychology and a course on comparative literature—European Literature Since 1914.

Students enrolled for these courses will pay the regular fee of \$16 per credit hour to register for university study. A syllabus given to each student will contain all of the required work, which will correspond to that required of those taking the course in the classroom. The syllabus will be sold to noncredit auditors for \$5.



W. E. Berube, Audio-Visual Department Director, inspects film in new Filmosound projector. The department library now contains 200 movie films and 800 film strips.

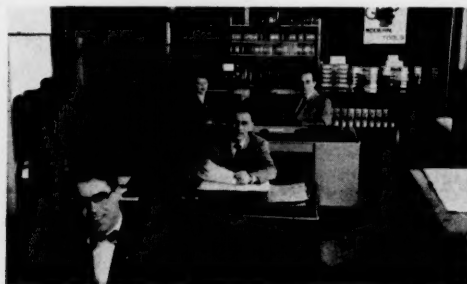
Pawtucket Schools Score 10 Year Film Program Success

B&H Filmosounds play basic role. The Pawtucket (R.I.) Schools' film program has been a success right from the start ten years ago. Today the city's schools use twenty 16mm sound projectors for the three-thousand-odd classroom showings every year. And the program is continually expanding!

Here's what W. E. Berube, Director of the Audio-Visual

Department, has to say about his experience with Filmosound projectors:

"No small factor in the success of our film program is the dependability of Bell & Howell Filmosound projection. This equipment is ruggedly built, quiet and dependable in operation. Filmosounds have proved themselves in the varied and hard use we have put them to."

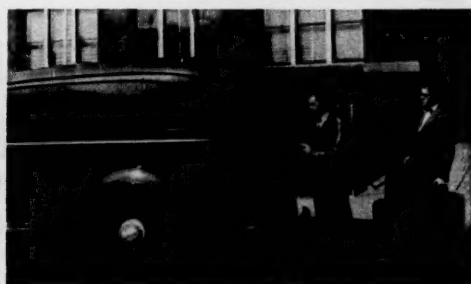


The modern equipment at the disposal of this efficient staff assures the continued success of Pawtucket's Audio-Visual program.

16mm Single-Case Filmosound. For classroom or auditorium, for sound or silent films. Will reverse or show still pictures. Completely contained in a single case. Built-in 6-inch speaker operates within the case or removed from it. Larger, separate speakers available for single or multiple use. Brilliant lifelike motion pictures, natural flutterless sound.

Guaranteed for life. During life of product, any defects in workmanship or material will be remedied free (except transportation).

*You buy for life
when you buy* **Bell & Howell**



Success of Pawtucket film program leads to central truck delivery service for rapid distribution of films and equipment to all schools.



FREE AIDS FOR SIGHT-SOUND EDUCATION PROGRAMS!

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7155 McCormick Road, Chicago 43, Ill.
Please send me without cost or obligation
the two helpful booklets:

"Learning Unlimited" "Free Film Sources"

Name

Address

Organization

City Zone State

NEWS...

SUPERINTENDENTS...

Keith W. Van Horn, superintendent of the consolidated schools at Jesup, Iowa, has been named to a similar post at Forest City, Iowa. He succeeds **A. H. Schuler**, whose new position is at Atlantic, Iowa.

William C. Shriner, a former fellowship associate of the Carnegie Foundation, has been appointed assistant school superintendent at Greenwich, Conn. For the last two years Dr. Shriner has evaluated citizenship curriculums in schools

throughout the nation for the Carnegie Foundation. He succeeds **David S. McLean**, who resigned the post to become superintendent of the Radnor Township Schools in Wayne, Pa.

Lloyd Shaw has resigned as superintendent of schools at Cheyenne Mountain, Colo.

F. L. Skaith, for the last seven years superintendent of the schools at Maryville, Mo., has assumed the superintendency of the schools in reorganized School District No. 3, Holt County, Missouri.



Ernest G. Lake

successor of **William Giese**, who will retire after 18 years as superintendent and 32 years of service. Mr. Lake now is serving as a member of the executive board of the New England School Development Council, a member of the policies commission of the Massachusetts School Superintendents Association, a member of the New England Superintendents Association, the American Association of School Administrators, and the Harvard Teachers Association. He recently finished work as one of a group of educators chosen by the National Citizens Commission to study the financing of education.

D. R. Littell has been named superintendent of schools at Manning, Iowa, succeeding **K. B. Koch**, who served as Manning superintendent for nine years and who resigned to accept a similar position at Denison, Iowa. Mr. Littell was superintendent of schools at Villisca, Iowa, last year and previous to that time served as superintendent at Anita, Iowa.

Harry L. Tennyson has been elected superintendent of schools at Lehigh, Pa. He succeeds and fills the unexpired term of three years of **Harry G. Sensinger**, who resigned. He is the former supervising principal of Burgettstown and Smith township schools in Pennsylvania.

Phillip H. Arnold, superintendent of the Cummington-Goshen-Plainfield-Ashfield union school in Massachusetts, will have as his successor **C. Warren Gardner**, superintendent of testing in the schools at Beverly, Mass.

Urban W. Chase has assumed his new duties as Hudson County school superintendent in New Jersey. **Kenneth F. Woodbury**, former county superintendent, who has been holding the post on an interim basis, was named assistant commissioner of education for the state of New Jersey.

P. O. Hanson, who has served as superintendent of the Hallock schools, Hallock, Minn., for the last 24 years, is leaving Hallock. Succeeding him in his position is **T. E. Tryhus**, who has



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Why You Should
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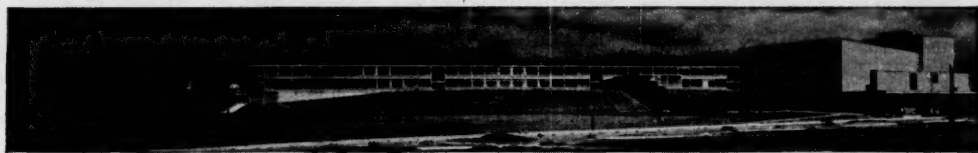
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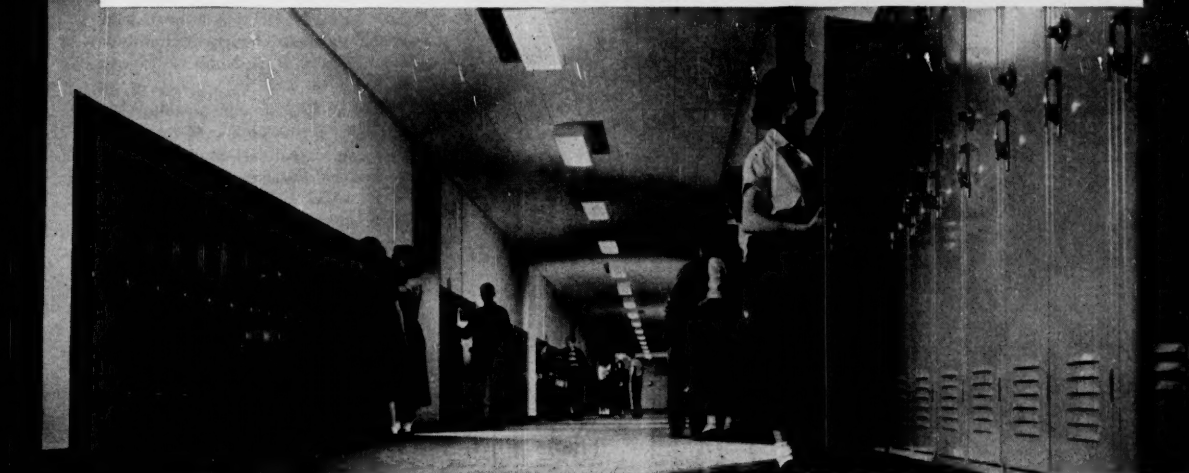
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Berger Steel Lockers

Serve the World's Most Private Public School



Oak Ridge High School, designed for the Atomic Energy Commission by Skidmore, Owings and Merrill, Architects-Engineers, Chicago, Ill. General Contractor, John A. Johnson & Sons, Brooklyn, N.Y.



3845 BERGER Steel Corridor and Gym Lockers Installed in new Oak Ridge High School

● Under direction of the Atomic Energy Commission, the world's largest defense plant community has been erected at Oak Ridge, Tenn. Within its boundaries, up to 75,000 operating and scientific personnel will engage in atomic energy research and production.

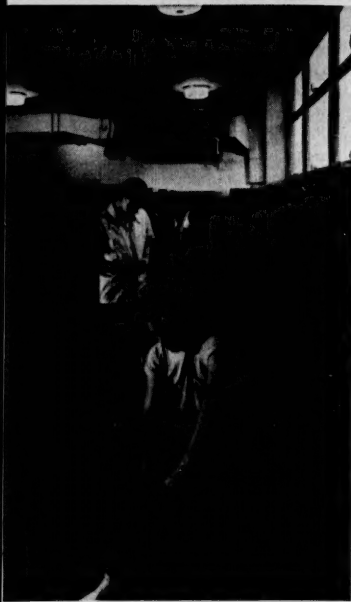
Prominent among the many public buildings is a magnificent new high school, completely equipped with Berger Steel Corridor and Gymnasium Lockers. More Berger Steel Lockers and Shelving serve in top-secret Oak Ridge industrial areas.

Berger service and cooperation are recognized wherever lockers are used. In this vital

defense project, as in thousands of other school installations, Berger representatives helped architects and school officials translate their ideas into a workable storage plan.

As largest suppliers of steel storage equipment to the schools of America, Berger contributes many valuable *ideas* on how to use it best. Berger service includes planning and engineering storage equipment, scheduling the material and assuming responsibility for all installation details.

Bring your school storage problems to Berger —most everyone does.



Berger Single Tier Lockers are recessed in walls of the spacious corridors and box lockers serve the team rooms.

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NEWS...

served as superintendent of the schools at Carrington, N.D., for the last four years.

M. W. Gunter, who previously resigned as superintendent of schools at Kulm, N.D., to accept a business position, has again signed a contract to head the system for the coming term.

O. W. Buchanan has resigned as superintendent of schools at Paulding, Ohio, where he served for 16 years. He has accepted the superintendency of the schools at Cross Creek, Ohio.

B. M. Carpenter, former superintendent at Gridley, Kan., is the new superintendent at Orrick, Mo.

Hugh T. Stoddard has resigned as assistant superintendent of schools at Sumter, S.C. He had been connected with the system for the last 21 years.

Austin L. Peay has resigned as superintendent of schools at Kenedy, Tex., to become superintendent of schools in the Edcouch, Tex., district.

George W. Johnson, school superintendent at Hornich, Iowa, has been

elected superintendent of schools for Clay County, Iowa.

Robert Clark, former superintendent at Versailles, Mo., has assumed his new duties as superintendent of schools at Webb City, Mo. Mr. Clark is the successor of **D. R. McDonald**.

Frank McGraw succeeds **Mrs. Marjorie Neff Hoy** as Saline County superintendent at Marshall, Mo. Mrs. Hoy had been superintendent since 1943.

W. W. Baker, superintendent of the Newport Special School District, Newport, Ark., has resigned his position to enter business. He is retiring member of the Arkansas Athletic Commission and an official in the North Central Association.

Mary M. Condon, state superintendent of public instruction for Montana, has been named chairman of the Treasury Department's national advisory committee on school savings, succeeding **A. C. Flora**, superintendent of schools in Columbia, S.C., who has retired from active school work. Miss Condon spent more than two years in India during the last war as program director with the American Red Cross Services to the armed forces program. Miss Condon will have as her assistant **C. Louis Thiele**, divisional director of exact sciences of the Detroit public schools, who is vice chairman of the national committee.

SUPERVISING PRINCIPALS...

Donald McKelvey has resigned as principal of the Brookville High School, Brookville, Pa., and has accepted the supervising principalship in the Allegheny-Parker joint school in Parkers Landing, Pa. Mr. McKelvey has served in the capacity of high school principal in the Brookville schools since 1948. He went there from Ligonier, Pa., where he was assistant supervising principal.

Ralph A. Theuret, supervising principal of Linesville-Conneaut-Summit joint school district in Pennsylvania for five years, has announced his resignation.

Lawrence H. Gallagher has been appointed supervising principal of the Onteora central school district in New York, which fills the vacancy created by the resignation of **John H. Moehle**, who recently accepted a position in the state education department. Mr. Gallagher is the former supervising principal of the Berlin Central School, Berlin, N.Y.

Raymond R. Baugher, who has served as supervising principal of Lower Paxton township schools in Pennsylvania since



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PYRA-SEAL dries to touch in LESS than 2 hours. Can be steel-wooled and given another coat after 4 to 5 hours drying time.

PYRA-SEAL saves time when floors require sealing, because it's a quick-drying seal . . . yet it leaves a tough, beautiful, long-lasting finish. That's dollars saved! Plus getting floors into service sooner.

Also, PYRA-SEAL cuts down on maintenance costs because it's so easy to keep clean. That's more dollars saved! Only PYRA-SEAL offers ALL these advantages:

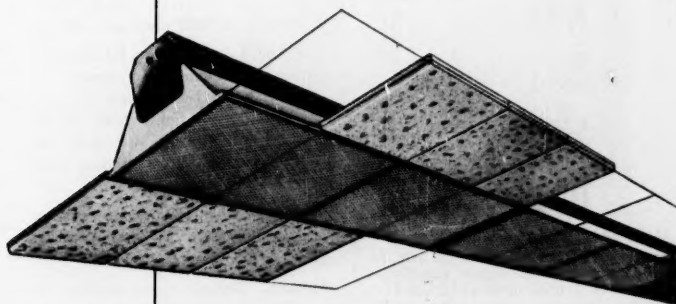
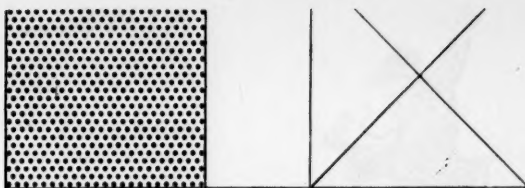
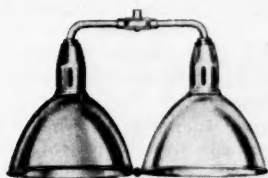
- **QUICKER DRYING**—Dries in half the time . . . your floors are back in service sooner.
- **60% to 80% MORE WEAR**—proved by tests with Taber Abrasers (the official precision instrument to determine wear and abrasion resistance.)
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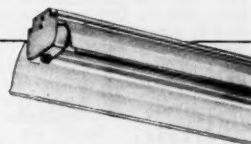


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Because of all-inclusive equipment for the best use of all light-sources — Fluorescent, Incandescent and Mercury-vapor. Because of wide acceptance — America is dotted with Miller lighting installations in stores, offices, schools, factories, and public buildings.

Miller Lighting Systems are built on an 8-Point QUALITY standard, designed to provide light of highest efficiency, and to give long satisfactory service. Engineering features make for easy installation and maintenance, and these make for LOW OVERALL COST (cost of equipment installation and maintenance). You can light with confidence the proven Miller way. Miller field engineers and distributors are conveniently located for nation-wide service.



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Here are a few examples:

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283 slip-accidents were counted in 40 months in a well-known institution. The LEGGE SYSTEM stopped such accidents completely.

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It's all there for you to read in the FREE, informative booklet "Mr. Higby learned about Floor Safety...the hard way!" Just fill out and mail the coupon. WALTER G. LEGGE COMPANY, INC., 101 Park Ave., New York 17, N.Y. In Toronto, J. W. Turpey Co. Branch offices in principal cities.



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NEWS...

1931, has been named supervising principal of the schools at Slatington, N.Y.

PRINCIPALS...

Ray F. Myers, principal of Thomas Jefferson High School, Council Bluffs, Iowa, since its founding, has retired. Mr. Myers started his teaching career in the rural schools of Indiana. Later he served as principal at Veedersburg, Ind., and in 1912 was head of the physics department of University High School at Bloomington, Ind.

The Rev. John P. Foley, S.J., dean of freshmen and sophomores at Boston College, Boston, has been named principal of Boston College High School. Father Foley will be succeeded as dean by the Rev. Edmund D. Walsh, S.J., of Fairfield University in Connecticut.

Walter F. Steinberg is the principal of the new Luther High School, Chicago.

Howard Berkel, superintendent of schools at Chassell, Mich., for the last five years, has been named principal of Mather High School at Munising, Mich. He succeeds Emil Peterson.

Bernard K. McKenzie is the newly appointed principal of the Rushville High School, Rushville, Ind., succeeding C. J. Sellars, who resigned recently. Mr. McKenzie is the former assistant principal of the high school at Logansport, Ind.

W. Guy Brown succeeds the late Walter J. Krick as principal of the high school at Decatur, Ind.

The Rev. Francis J. Donovan, S.J., principal of the Cheverus High School, Portland, Me., has been transferred to a new position in Boston. His successor is the Rev. Edward Donahue, S.J., who has just completed his training in the Jesuits Order at St. Robert's Hall, Pomfret, Conn. Father Donovan will go to Boston College High School where he will be the administrator for the Jesuit community teaching there, serving in Immaculate Conception Church in Boston's South End.

Harry J. Richey, principal of Clark Township High School, Johnson County, Ind., succeeds Marvin McCrady as principal of the Boggs town school, Boggs town, Ind. Mr. McCrady resigned to accept a principalship at Corydon, Ind.

Francis R. Pellegram is the newly appointed principal of Belding High School, Belding, Mich.

Eugene Glick has been appointed principal of Streetsboro Township High School, Kent, Ohio. He succeeds Fred H. Swasey, who resigned to become superintendent of schools at Malvern, Ohio.

Vern L. Lefebvre will fill the vacancy created by the resignation of C. M. Everman as principal of the Akron High School, Akron, Colo. Mr. Everman is entering the mission field of the Presbyterian Church.

Chester E. Taylor, principal of Leavenworth High School, Leavenworth, Kan., since 1947, succeeds A. G. Heitman as principal of Central High School, Sioux City, Iowa. Prior to becoming principal at Leavenworth, Mr. Taylor was principal of the high school at Abilene, Kan. He was also superintendent of schools at Wilson, Kan., and coach and teacher at White Cloud, Wakefield and Netawaka, Kan.

John J. Sexton, head of the commercial department of Saratoga High School, Saratoga Springs, N.Y., and a member of the faculty for 23 years, is the new principal of the school. He succeeds Murray T. Johnson, who died June 24.

Robert C. Campbell has been selected as principal of the Smithfield Township School, Smithfield, Pa.

Franklin H. Laman, who has been principal of the high school at Wapakoneta, Ohio, for the last five years, has been named principal of Bucyrus High School, Bucyrus, Ohio.

Benjamin R. Leyrer has been named principal of the Everett High School at Lansing, Mich. He is the former assistant principal at Eastern High School at Lansing.

W. Erwin Tilson, principal of Columbia High School, Columbia, S.C., for the last three years, has been appointed to succeed G. W. Harriet as principal of John A. Wilkinson High School, Belhaven, N.C.

Herbert Cook is the newly appointed principal of the elementary, junior and senior high schools in Avalon, Calif. For the last four years he has been an instructor in the life science department of the Long Beach City College in California.

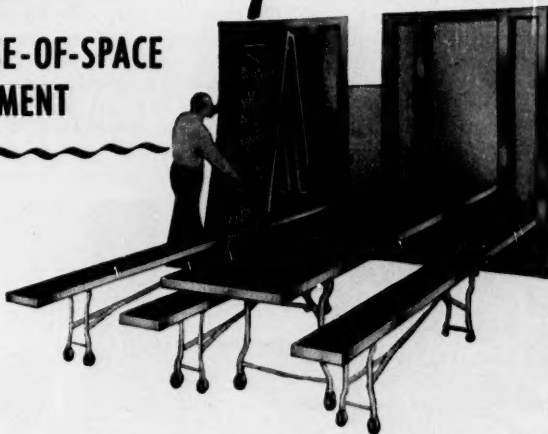
A. T. Nicholas, Newman High School principal at Sweetwater, Tex., for the last five years, has resigned to become director of business services of the Snyder public schools, Snyder, Tex.

Grayson Burrier, former principal of

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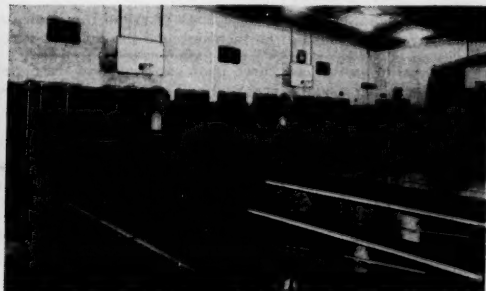
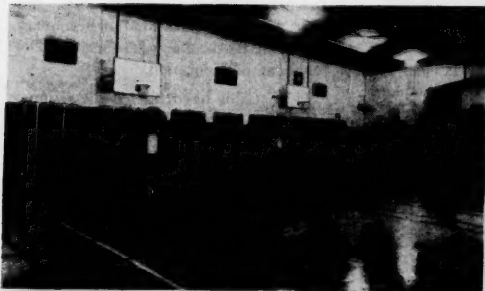
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ACTIVITIES AREA TO LUNCHROOM FOR 200 IN 8 MINUTES



NEWS...

the Oakland High School in Garrett County, Maryland, has been named principal of the Havre de Grace High School, Havre de Grace, Md. **Walter Davis**, who has served as principal of the Havre de Grace school for the last 30 years, asked to be relieved of his administrative duties but wished to remain in some other capacity.

IN THE COLLEGES...

Harold E. Moore assumed duties on June 15 as professor of education and

director of the bureau of educational research at the University of Denver. He also is serving as school building consultant for the Colorado State Department of Education. Dr. Moore formerly was professor of education at Indiana University and previously had been superintendent of schools at Kansas City, Mo.

Reuben Frodin, consultant to the State University of New York since last September, has been named executive dean for four-year and professional colleges.

Previously he served as administrative assistant to the president of the University of Chicago, assistant dean of the College of the University of Chicago, and also taught classes in several subjects.

Joseph G. Cohen has been appointed dean of teacher education for the municipal colleges of New York City. In his new position Dean Cohen, who has been associate dean since 1949, will be the executive coordinator of the teacher education programs conducted by City College, Hunter College, Brooklyn College and Queens College.

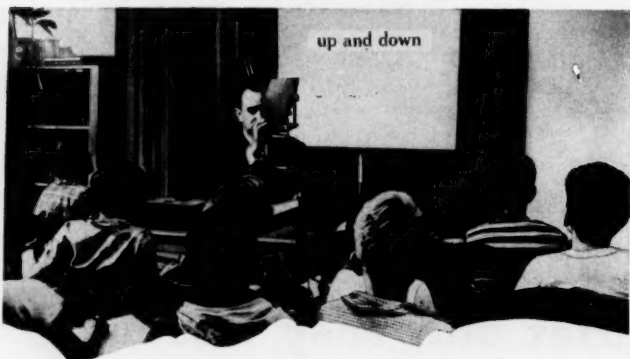
Thomas C. Holy is retiring from his position as director of the Ohio State University Bureau of Educational Research, a post he has held for the last nine years. He was a member of the staff of the Ohio State bureau for 24 years. His plans for the future are indefinite, although he expects to do some school survey and consultant work in his field. Mr. Holy, who has done extensive work in state educational surveys, completed one of the biggest projects of his career during the last year for the state of Oregon. He spent nearly a year on leave from Ohio State in a statewide survey of Oregon's public elementary and secondary school system. Mr. Holy has been a member of The NATION'S SCHOOLS editorial advisory board since 1933. He is a past president of both the American Educational Research Association and the National Council on Schoolhouse Construction.

A. S. Hurlburt, who is now directing North Carolina school survey projects under the state department of public instruction in Raleigh, will become a regular member of the staff of the school of education of the University of North Carolina and director of the bureau of educational research and service of the school of education September 1.

William H. Warner, an associate professor of education at Trenton State Teachers College, Trenton, N.J., has been appointed assistant in secondary education in the New Jersey State Department of Education.

J. W. Gillis has tendered his resignation as Newkirk High School principal, Newkirk, Okla., to accept a position as research assistant at the University of Illinois.

Arthur B. Gorsuch has resigned his position as principal of the high school at Ashland, Ohio, and has accepted appointment as regional representative



Latest techniques for teaching Reading Skills with Tachistoscope are Proving Highly effective

Every educator may well re-appraise his school's methods of teaching reading, in view of the remarkable results attained with Keystone Tachistoscopic techniques:

Gains exceeding 50% are being achieved by numerous classes, ranging from elementary to adult; many students have doubled their reading speeds in 12 weeks.

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NEWS...

for the Citizenship Education Project of Teachers College, Columbia University.

Norman P. Auburn, vice president and dean of university administration for the University of Cincinnati, has been named president of the University of Akron, effective September 1.

OTHERS...

William I. Blundell has assumed his new duties as assistant business manager of Evanston Township High School,

Evanston, Ill. He is a former teacher and principal in the public schools at Peoria, Ind. In his new post he will be assistant to **Maurice L. Hampton**, school business manager and superintendent of buildings, grounds and supplies.

R. B. Marston, director of the division of legislation and federal relations of the National Education Association for the last seven years, has been selected for the post of director of the N.E.A.'s membership division. Mr. Marston

served as executive secretary of the West Virginia Education Association for seven years before his appointment as director of the N.E.A. legislative-federal relations division in 1944. His successor, **James L. McCaskill**, who is coordinator of the National Conference for the Mobilization of Education and associate secretary of the N.E.A. Department of Higher Education, has been on leave of absence from the department for the last year to devote full time to the mobilization conference. Mr. Marston succeeds **T. D. Martin**, who has retired after serving as director of membership for 25 years.

T. M. Stinnett

has been appointed executive secretary of the National Commission on Teacher Education and Professional Standards of the National Education Association succeeding **Ralph McDonald**, who will become president of Bowling Green State College in Ohio. Dr. Stinnett, who joined the N.E.A. headquarters staff as associate secretary of the commission in 1948, previously served as superintendent of schools at Stamps, Ark., for 14 years; as assistant state commissioner of education and director of teacher education and certification for the Arkansas State Department of Education for 10 years; as executive secretary of the Arkansas Education Association for two years, and as executive assistant to the president of the University of Arkansas for one year. He has held the office of president and vice president of the National Association of State Directors of Teacher Education and Certification and the office of secretary of the Southern Conference on Teacher Education.

Earl James McGrath, U.S. Commissioner of Education, was chairman of the U.S. delegation to the 14th International Conference on Public Education held in July at Geneva, Switzerland. The other U.S. delegates were: **Finis E. Engleman**, state commissioner of education, Hartford, Conn.; **Raymond F. McCoy**, director, graduate school, and head, department of education, Xavier University, Cincinnati; **H. Arnold Perry**, professor of elementary education, University of North Carolina, and **Galen Jones**, director, instruction, organization and services branch, division of state and local school systems, U.S. Office of Education.



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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

School-Community Relations. Revised edition. By William A. Yeager, professor of education and director of courses in school administration, University of Pittsburgh School of Education, Dryden Press, Inc., Dryden Press Building, 31 W. 54th St., New York 19. Pp. 464. \$4.75.

The Administration of American Public Schools. By Harlan L. Hagman, professor of education and dean of the college of education, Drake University. Covers the board of education, its tasks and procedures, its improvement and integration, school transportation and school lunch programs, and many other fields. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York 18. Pp. 428. \$4.

School Administration. Its development, principles, and function in the United States. Second edition. By Arthur B. Moehlman, former professor of school administration and supervision, University of Michigan. Houghton Mifflin Co., 2 Park St., Boston. Pp. 514. \$5.

Lay Advisory Committees. One of the special pamphlet series of the American Association of School Administrators. Order from National Education Association, 1201 16th St., N.W., Washington 6, D.C. Pp. 24. 25 cents.

Schools to Keep Us Free. Official report of the 77th annual convention of the American Association of School Administrators at Atlantic City, N.J., Feb. 17 to 22, 1951. Includes addresses by Gen. George C. Marshall, secretary of defense; Carlos P. Romulo, permanent Philippine dele-

gate to the United Nations and former president of the U.N. General Assembly, and C. E. Wilson, president of General Motors. Order from National Education Association, 1201 16th St., N.W., Washington 6, D.C. Pp. 224. \$2.

The Fundamentals of Public School Administration. Third edition. By Ward G. Reeder, professor of education, Ohio State University. Macmillan Co., 60 Fifth Ave., New York 11. Pp. 756. \$5.

The County Superintendent of Schools in the United States. Describes the status of the county superintendents, their functions, and their problems. Yearbook of the Department of Rural Education. Order from National Education Association, 1201 16th St., N.W., Washington 6, D.C. Pp. 188.

County Educational Leadership. A summary of the 1950 yearbook of the Department of Rural Education. Prepared by C. O. Fitzwater. Order from N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 19.

The School and Its Community. Second and completely revised edition. A guide for the development of dynamic school-community relations. By John Bertram Whitelaw. Johns Hopkins Press, Baltimore 18, Md. Pp. 68. \$2.

The Functions of State Departments of Education. By Fred F. Beach, specialist, state school administration in cooperation with the study commission of the National Council of Chief State School Officers. Gives inventory of the services provided by the 48 departments. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 70.

The School Administrator and Subversive Activities. A study of the administration of restraints on alleged subversive activities of public school personnel. By E. Edmund Reutter Jr. Order from Bureau of Publications, Teachers College, Columbia University, New York. Pp. 136. \$2.55.

Partnership for Progress in New Hampshire Public Education. State Board of Education, 74th annual report, 1945-50, illustrated. Hilton C. Buley, commissioner of education. Pp. 118.

Why the Private School. By Allan V. Heely, headmaster, the Lawrenceville School, Lawrenceville, N.J. Describes the aims and methods of the private school and states the place of the private school in American education today. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 268. \$3.

CURRICULUM

Physical Education for Children of Elementary School Age. Report of national conference. Available from Athletic Institute, 209 S. State St., Chicago 4. Pp. 47. 50 cents.

Developing Democratic Human Relations Through Health Education, Physical Education and Recreation. Programs for children, adolescents, older youth and adults. First yearbook, American Association for Health, Physical Education and Recreation, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 562. \$4.25.

GUIDANCE

Methods of Vocational Guidance. Revised and enlarged. By Gertrude Forrester, head counselor, West Side High School, Newark, N.J. Describes specific methods of helping youth plan their vocational lives. D. C. Heath and Company, Boston. Pp. 463. \$4.25.


HIGHER EDUCATION

Democracy in the Administration of Higher Education. Edited by Harold Benjamin, dean, college of education, University of Maryland. Relates the problem of higher educational administration to a major responsibility of our colleges and universities. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 240. \$3.

Statistics of Higher Education, 1947-48. Biennial survey of education in the United States. The report presents data on physical property and permanent funds. U.S. Government Printing Office, Washington 25, D.C. Pp. 165.

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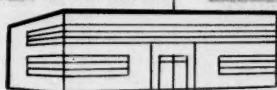
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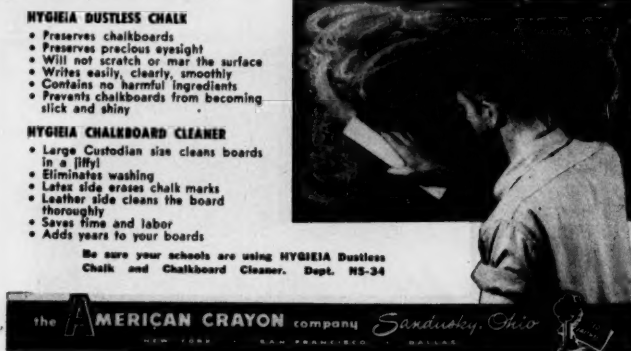
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COMING EVENTS

AUGUST

27-Sept. 1. National Conference of Professors of Educational Administration, Colorado State College of Education, Greeley.

SEPTEMBER

9-13. Third National Conference of the U.S. National Commission for UNESCO, Hunter College, New York City.

OCTOBER

1-3. County and Rural Area Superintendents, Dallas.

15-18. Association of School Business Officials, Toronto, Ontario, Canada.

NOVEMBER

11-17. American Education Week.

12-14. School Food Service Association, New York City.

FEBRUARY

23-27. Regional Convention, American Association of School Administrators, St. Louis.

MARCH

8-12. Regional Convention, American Association of School Administrators, Los Angeles.

10. Regional Convention, National School Public Relations Association, Los Angeles.

10. Regional Meeting, American Educational Research Association, Los Angeles.

APRIL

5-9. Regional Convention, American Association of School Administrators, Boston.

6-10. Annual Meeting, American Association for Health, Physical Education and Recreation, Los Angeles.

7. Regional Convention, National School Public Relations Association, Boston.

7. Regional Meeting, American Educational Research Association, Boston.

10, 11. Midwest Conference on Rural Life and Education, Sioux Falls, S.D.

16-19. National Conference on Higher Education, Chicago.

30-May 3. International Council for Exceptional Children, Omaha.

JUNE

16-19. National Association of Student Councils of the National Association of Secondary-School Principals, Evanston, Ill.

30. N.E.A. Department of Elementary School Principals, Detroit.

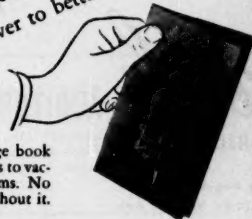
30-July 5. National Education Association, Detroit.

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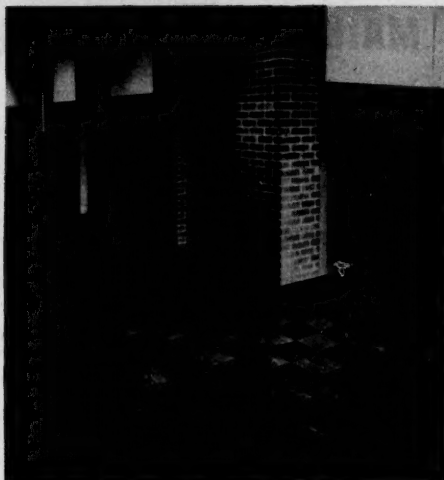
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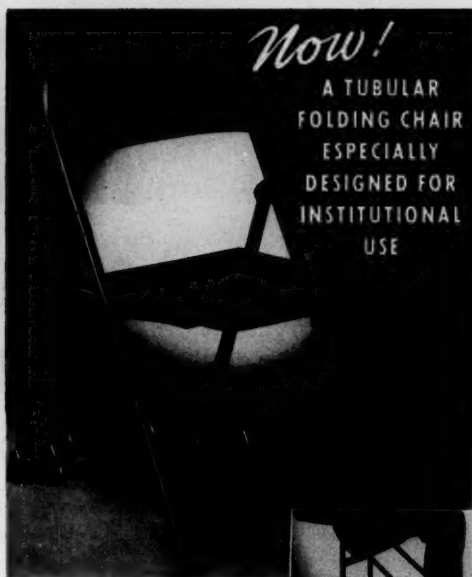
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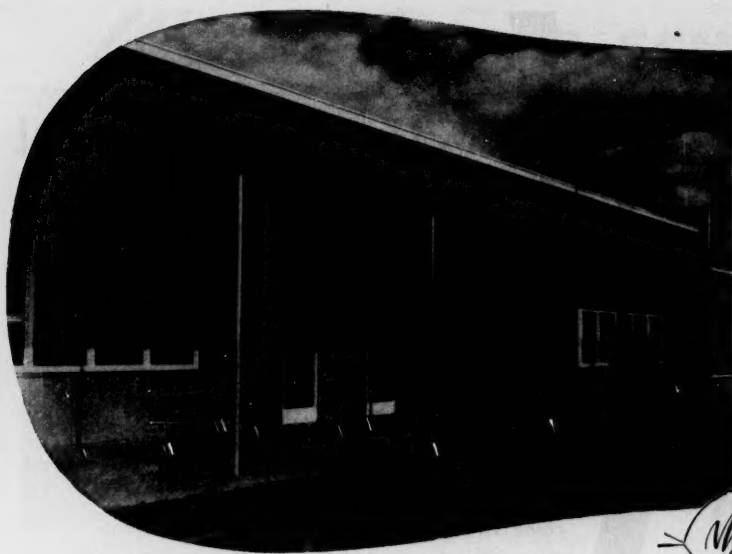
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advantages!

Throughout the nation, modern, one-story schools of wood are answering the requirements of the rapidly expanding school population. Here are the reasons why:

- 1. Schools of Wood Are Functional.** Classrooms, cafeteria, auditorium...every part of the school...can be easily planned for maximum efficiency because of the ready adaptability of wood construction. Both student and teacher appreciate the warmth and friendliness of wood.
- 2. Schools of Wood Are Safe.** One-story construction allows better inside "traffic" control...all exits at ground level provide maximum safety in time of emergency.
- 3. Schools of Wood Are Practical.** Schools are no longer expensive monuments which become outdated and obsolete. One-story schools can be planned for today's needs, easily enlarged or remodeled to fit future requirements. And wood construction is economical construction.
- 4. Schools of Wood Are Attractive.** Latitude of design, pleasing shape relationships, and variety in choice of texture and color, result in structures which fit any community and setting.

Students, teachers and parents alike will approve your choice when you plan your next school of one-story wood construction. And for dependable time-tested wood specify West Coast Woods...Douglas Fir, West Coast Hemlock, Western Red Cedar and Sitka Spruce.

SEND FOR FREE BOOKLET

Beautifully illustrated in natural colors, this booklet, "Today's Better Schools Are Built of Wood", points out many different applications of wood in school construction. It tells how schools of wood help meet today's educational needs. Send coupon now for your free copy.



There's a RIGHT WAY to do everything...Build RIGHT with

WEST COAST WOODS

Douglas Fir
West Coast Hemlock
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Lumber of Quality Produced by Members,
WEST COAST LUMBERMEN'S ASSOCIATION

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Please send free copy of "Today's Better Schools Are Built of Wood".

Name _____
Address _____
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Wyandotte F-100

Wyandotte Detergent

cover every floor cleaning need!

You name the floor mopping or scrubbing operation and one of these perfected products will do it. Faster, cheaper and better! Your Wyandotte Representative will be glad to prove it to you. Call him for a demonstration.

F-100*

—an all-soluble cleaner for mopping or machine scrubbing all types of floors, dewaxing floors, cleaning waxed floors.

* Reg. U. S. Pat. Off.

Cleans safely and rapidly
Dissolves completely in water
Removes and suspends all types of soil (ideal for synthetic heel marks)
Dissolves grease and soot
Rinses freely—leaves no streaks
Is dustless, pleasant smelling

Detergent

—an abrasive-type cleaner for machine scrubbing floors, and for mopping hard surface floors.

Contains new detergency promoter Sodium CMC
Easy to use—safe on hands
Will not harm tile, terrazzo, mosaic, marble or wood
Leaves no slippery films
Extends life of brushes and mops
Gives lower cleaning cost per year



THE WYANDOTTE LINE—floor and wall cleaners:
Detergent, F-100; marble cleaner and poultice: Detergent;
tile and porcelain cleaners: Detergent, Paydet; cement
cleaner: El-Bee; floor wax: Anti-Slip Wax; germicides and
sanitizers: Steri-Chlor, Spartec. In fact, specialized
products for every cleaning need.

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Wyandotte

REG. U. S. PAT. OFF.

What's New FOR SCHOOLS

SEPTEMBER 1951

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 188. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Tubular Folding Chair



Seam-Welded tubular steel is used for the frame of the new Norcor 302 Tubular Folding Chair. The entire framework, including the stretchers, radially welded to the legs, are of tubular steel for strength and rigidity. The frame is designed to hold its shape even under unusual strains.

The large, roomy seat is made of molded plywood and the chair design is simple and comfortable. The chair folds easily but it is so designed that exceptional pressure on either the front or back of the seat will not collapse the chair. It is self-leveling with all four feet resting firmly on the floor even when the floor level is uneven. The chairs nest into one another for stacking when folded. Norcor Mfg. Co., Dept. NS, Green Bay, Wis. (Key No. 330)

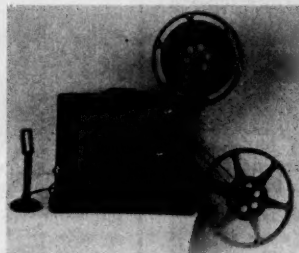
Dry Chemical Extinguisher

The Anslu 4-B is a new 4 pound dry chemical fire extinguisher with a rubber hose. It is designed for ease of operation, flexibility in fighting overhead and ground level fires and maximum extinguishing effectiveness for inexperienced operators. The new extinguisher has an operating range of 12 to 15 feet. Dry chemical is ejected through a self-closing nozzle which produces the fan-shaped stream pattern and makes the unit weather-tight. The unit is pressurized by a 1½ ounce carbon dioxide cylinder in the dry chemical chamber. Anslu Chemical Co., Dept. NS, Marinette, Wis. (Key No. 331)

Magnetic Recorder-Projector

Commentary or musical background can be directly recorded magnetically on the edge of 16 mm. picture film with the new Model "400" 16 mm. Magnetic Sound Projector recently introduced. The new equipment makes available the special advantages of magnetic recording and reproduction in many applications of 16 mm. film. Revision or variation of sound treatment on the film can also be effected immediately since the sound tape can be quickly erased and re-recorded without delay or processing. The new recorder-projector offers high quality sound, unusual flexibility and operating convenience and savings in time, film and processing costs.

The equipment features simplicity of operation since it is necessary only to turn a switch and talk or play music into a plug-in microphone to record. After recording is completed, another control may be set for immediate playback. If revisions are needed or if re-recording of the film is desired, an electronic erase head may be activated by another simple control. A mechanical safeguard is incorporated to prevent



accidental erasing. Recording on the new unit requires no special preparation or studio facilities.

Magnetic recording on 16 mm. film is made possible by a new film process. A strip of magnetic oxide 1/10 inch wide is coated on the edge of a 16 mm. film. It can be placed on the film either before or after it has been used for picture taking and even if it already has an optical or photographic sound track. Radio Corporation of America, RCA Victor Div., Dept. NS, Camden, N.J. (Key No. 332)

Lifting Lid Tubular Desk



A new tubular desk with lifting lid is being introduced in sizes from 22 to 30 inches inclusive, each with an 18 by 24 inch top. The desk is constructed of Northern Hard Rock Maple and 1 inch 18 gauge steel tubing. Known as the 2812T, the lifting lid desk has safe friction type hinge with no adjustments necessary. It is equipped with non-removable rubber cushion glides guaranteed for long wear. The book compartment pan has beading drawn to the outside to make the inside of the pan clean and free from cut-outs. Northern Seating Co., Dept. NS, 666 Lake Shore Drive, Chicago 11. (Key No. 333)

Dynamometer

A new Back and Leg Dynamometer is being introduced for accurately testing back and leg lifts in athletic work. The instrument has a capacity up to 2500 pounds, the brass dial scale, with black etched numerals, graduated in 10 pound increments. The bright red indicator remains at high reading until manually reset. The heavily plated lifting handle is 20 inches long with full height adjustment chain.

Extra heavy construction is employed for the white oak base or bench. The top is segmented for extra strength, will not warp and is equipped with wide skidproof treads. Fred Medart Products, Inc., Dept. NS, 3535 DeKalb St., St. Louis 18, Mo. (Key No. 334)

(Continued on page 180)

For Modern Schools . . .
Griggs *Stylers* Seating



Request **new** catalog TODAY!

**GRIGGS
EQUIPMENT
COMPANY**

★
*Manufacturers of School,
 Church and Theatre Seating*
 BELTON, TEXAS

Schools every-
 where are buy-
 ing the popu-
 lar Skyliner
 seating—finest
 in school fur-
 niture.

There is a Dealer near you. Write us requesting his name.



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A saving at every turn—
 you're in the money right
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FLOORS....

Darnell Casters and Wheels
 reduce the overhead that is
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Prevent wracking of equip-
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**for BAND
ORCHESTRA
CHORAL &
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GROUPS**

**Mitchell FOLDING
• PORTABLE • STANDS**

IMPROVE APPEARANCE AND PERFORMANCE

Add "Audience Appeal", assure better acoustics: better discipline: better direction. 3 or 4 elevations available. Sturdy, safe, easy to handle units with tubular steel folding legs...rigid when set up. Complete stand as shown in above pictures stores in a space 4' wide, 8' long and 6' high. You buy only as many units as you need to fit your requirements.

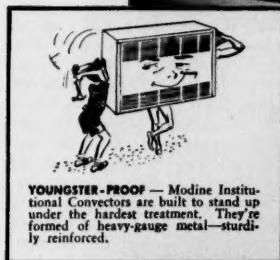
WRITE FOR COMPLETE INFORMATION

MITCHELL MFG. COMPANY

2734 S. 34TH STREET • MILWAUKEE, WIS.



UNIFORM HEATING MEANS GREATER COMFORT... BETTER HEALTH... SPECIFY MODINE CONVECTORS



YOUNGSTER-PROOF—Modine Institutional Convectors are built to stand up under the hardest treatment. They're formed of heavy-gauge metal—sturdily reinforced.



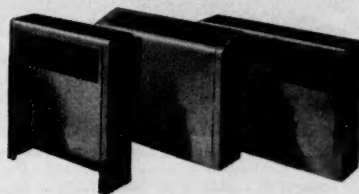
LOCK-TYPE FRONTS—operated by a special wrench, furnished at no extra cost. For Convectors equipped with dampers, lock-type damper controls also available.

HERE's healthful, uniform floor-to-ceiling heating . . . economical and trouble-free. Modine Institutional Convectors permit you to take full advantage of the benefits of steam or hot water heating . . . give low-cost

service year after year. Modines are smartly styled by one of America's top designers. They are light and easy to install . . . are easy to keep clean. Youngsters can't burn hands or clothing, even on direct contact.

Modine INSTITUTIONAL CONVECTORS

For full details, call your Modine representative . . . listed in the "Where-to-buy-it" section of your phone book. Or write direct. Modine Mfg. Co., 1561 Dekoven Ave., Racine, Wis.



Choose from three enclosure types. Type IF with upper grille and choice of lower opening or lower grille . . . for either recessed or free-standing installation. Type IW and IS designed for wall placement. Dampers for all enclosures optional at slight extra cost.

8-1100

What's New ...

Liquid Fire Extinguisher

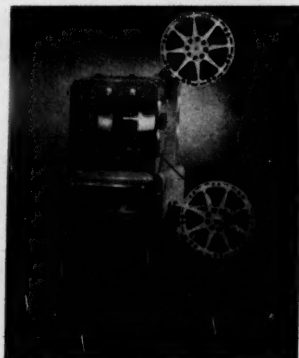
Air-Flo is the name given to a new, one gallon Vaporizing Liquid Fire Extinguisher recently announced. It operates on the principle that dual air pumps build up internal air pressure which instantly forces the liquid out in a continuous, steady stream up to 30 feet. The extinguisher is light weight and easy to handle and offers effective protection against electrical and flammable liquid fires. The Buffalo Air-Flo is ruggedly constructed and is designed to provide quick, dependable action when needed. The vaporizing liquid is sealed in an air-tight compartment and is designed to last for years. Recharging can be quickly and easily done on the spot. **Buffalo Fire Appliance Corp., Dept. NS, Dayton 1, Ohio. (Key No. 335)**

Model 25 Projector

Designed for heavy duty use, the new Kodak Model 25 16 mm. projector is reasonably portable but intended primarily for permanent installation. The new projector is the result of years of research and development work and represents a new approach to the design of 16 mm. projectors. The mechanism is divided into two mechanically inde-

pendent but interlocked assemblies for durability and quietness. They are driven by separate synchronous motors. Individual motors also drive the blower, take-up and rewind.

The entire projector is designed on a mechanical unit basis for efficiency and



ease of maintenance. It has an intermittent sprocket for positive and accurate film transport. It is equipped with a 1000-watt, 10 hour tungsten lamp for unusually high screen illumination. Arc illumination can also be used when required. The projector has a new type of Lumenized Kodak Projection Lens

(Continued on page 154)

specially designed to give excellent flatness of field and image resolution. Controls are simple and located in a well-lighted panel built into the projector pedestal. In addition to the tone and volume controls, a switch provides for phonograph or microphone input when desired. **Eastman Kodak Co., Dept. NS, Rochester 4, N.Y. (Key No. 336)**

Air Diffusers

A new line of high-pressure, aspirating air diffusers (Type HPW-1) has recently been introduced. Available in three sizes, the HPW-1 design is a pre-induction type unit which induces room air, mixes it with the primary air in approximately equal proportions, and discharges the mixture through an aspirating air diffuser. The new units can be used on air distribution systems which carry air at velocities up to 5000 fpm and static pressures up to 6 in. wg. High temperature differentials can be handled and temperature difference between primary air and ambient or room air is limited only by dew point to avoid condensation. Air volume can be manually or automatically controlled. **Anemostat Corporation of America, Dept. NS, 10 E. 39th St., New York 16. (Key No. 337)**

Versatility means extra value



A scene from *What Time Is It?*

Here is an example of the varied uses of a single Coronet film. This motion picture will serve you as an effective teaching material in elementary grade level mathematics and has important related uses in language arts and social studies.

CORONET FILMS have a versatility that means extra value to you. Each title, while planned for a specific academic area, can be used with equal effectiveness in many related courses. Look to Coronet Films for the finest in 16 mm sound motion pictures and the most from your film budget dollar.

For example, a film designed to recapture an era in history is used by social study classes studying the environmental factors that shaped the character of these times. Students of literature broaden their knowledge of the background material from that period.

In the same way, you can effectively use *every* Coronet film in the presentation of related study materials.

Film users interested in the purchase of titles listed here or in the more than 400 other educational films by Coronet may preview them without obligation, except for transportation charges. A free catalog of Coronet films is available.

For further details, write:

Coronet Films

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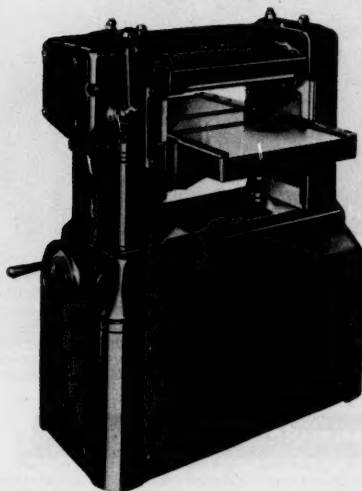
CHICAGO 1, ILLINOIS

2 NEW TOOLS for Better Teaching

★ FOR WOODWORKING — DELTA 13-INCH PLANER

★ FOR METALWORKING — DELTA 7-INCH Precision METAL SHAPER

These two additions to the Delta Line are ideal for school shops. They possess that precision quality which has established Delta Tools as the first choice in the nation's schools and industries. They are priced, too, well within your shop budget.



Delta 13-INCH PLANER FOR WOODWORKING

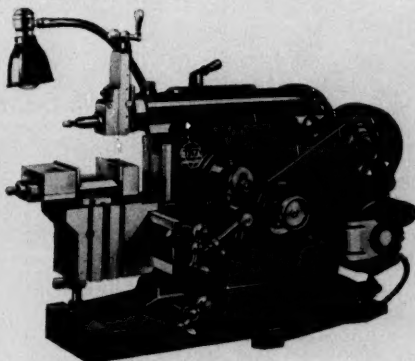
- handles anything from short unbutted 6" stock up to 13" x 5" extra size stock.
- fully enclosed—safest planer you can get
- finger-tip clutch control
- depth scale readable from any position
- individual blade adjustment and simplified measuring device make blade-setting easy
- cutterhead quickly changeable
- knife grinding and honing attachments available as inexpensive accessories

TALK TO YOUR DELTA DEALER—HE'S YOUR NATURAL POINT OF CONTACT WITH ALL DELTA'S UNPARALLELED SCHOOL-SHOP EXPERIENCE. SEE YOUR CLASSIFIED PHONE DIRECTORY UNDER "TOOLS"—OR SEND THE COUPON AND WE'LL GIVE YOU HIS NAME.

There's a Delta Power Tool for Your Job—
WOOD OR METAL WORKING

53 MACHINES - 246 Models - More than 1300 Accessories

Vol. 48, No. 3, September 1951



Delta 7-INCH Precision SHAPER for Metalworking

- "V"-type ways on ram, tool head and front face of main frame carefully fitted, ground and lapped for accuracy and long life
- exceedingly rigid, rugged construction
- precision adjustments easy
- feed mechanism reversible and adjustable—accurate stroke adjustment
- maximum safety—table will run off cross-rail feed screw when it has traveled maximum length in either direction; machine operates through end of its cross feed without attention and without jamming; hinge type safety belt guard allows easy, quick belt change
- rugged vise graduated for any angle from 0° to 90° for angle work—easily loosened or tightened

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☐ Please send literature on the Delta 13-inch Planer

and the Delta 7-inch Precision Metal Shaper.

☐ Please send me the name of the nearest Delta dealer.

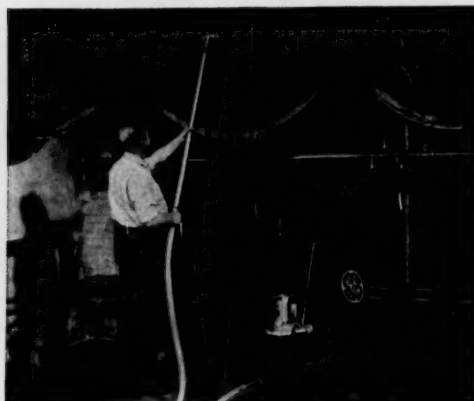
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This easy-to-use furnace cleaner will help *Cut your fuel bills!*



SOOT and grime-coated furnace and boiler surfaces seriously cut heat transference and so waste fuel. That's why heat engineers recommend once-a-week cleaning.

Any maintenance assistant can do that job quickly and economically with an easy-to-use G-E Furnace Cleaner.

These cleaners have sturdy AC-DC motors, yet are light enough for easy and convenient handling. They convert in a moment, to powerful blowers by the simple removal of bag and substitution of coupling and guard. They will clean *all* types of heating equipment *thoroughly*.

Your savings on fuel bills alone will go a long way toward paying the entire cost of one of these cleaners. Here is an effective answer to rising fuel costs.

For complete details fill in this coupon today

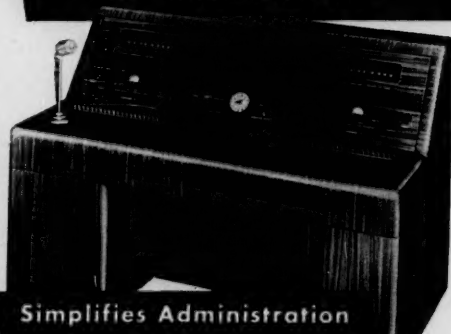
Furnace and Boiler Cleaners **GENERAL ELECTRIC**

GENERAL ELECTRIC COMPANY, Dept. 22-4804
1285 Boston Ave., Bridgeport 2, Conn.

Without obligation, please send complete details on heavy-duty cleaning equipment.

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What a *Rauland* Sound System Will Do For Your School



Have efficient control and coordination of all activities. Cut the volume of written carried messages—make announcements without routine-disturbing assemblies (to selected classrooms or to the entire school)—take attendance records speedily—have safe, sure centralized supervision of fire drills and emergencies. Have at your fingertips instant two-way intercommunication between any classroom and central office for effective administrative supervision.

Stimulates Learning

Provides dramatically effective teaching materials otherwise unavailable. Radio broadcasts, records and school-produced "live" broadcasts channeled to selected rooms, vitalize instruction in history, current events, geography, languages, music appreciation, speech, drama—enhance the whole range of grade and course requirements. Record music provides rhythm for physical education, cafeteria entertainment, background music for disciplined assemblies and dismissals—these and a host of other valuable functions.

Make sure your Sound System will have these features:

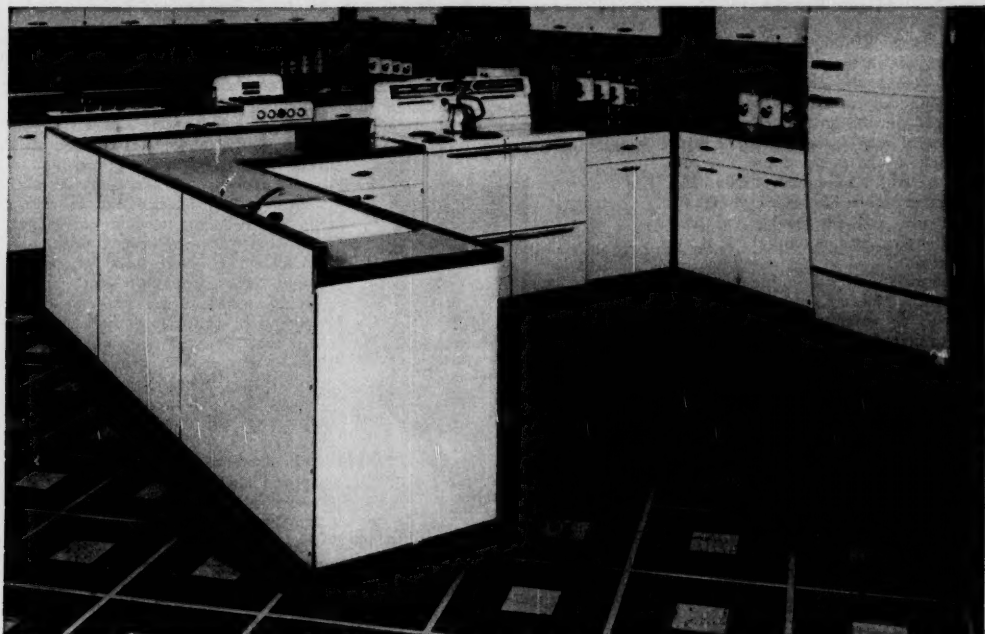
1. Every desirable program service: Radio, Phonograph, Microphone and Intercommunication.
 2. Distribution of programs to any selected room or to all rooms.
 3. Two- or three-program facilities simultaneously to different groups of rooms.
 4. High Fidelity AM and FM Radio (one or two as desired).
 5. Three-Speed Transcription Type Phonograph.
 6. Facilities for broadcasting any room activity over the entire system.
 7. Adequate microphone circuits.
 8. Master Emergency Call button operating regardless of any control or switch setting.
 9. Automatic Program Schedule Clock.
 10. Compartments for storing records and accessories, including sliding shelf for recorder.
- Underwriters' Approved.

Let us show you, without obligation, how the RAULAND SC160A System (illustrated above), incorporating all of these features, can enhance the administrative and educational program of your school. Write us today.

RAULAND-BORG CORPORATION
3523-N ADDISON ST., CHICAGO 18, ILLINOIS

Rauland

SOUND • INTERCOMMUNICATION



St. Mary's High School, Chicago, Illinois, wisely selected FLEXACHROME for the flooring of its Home Economics Kitchen.

Beautiful, Easy-to-Clean Flexachrome ... a first lesson in Home Economics

Whether it's in the course book or not, Home Economics students soon learn it's easy to maintain a Flexachrome* Plastic-Asbestos Tile floor and keep it clean and bright.

That's because Flexachrome is *Grease Resistant* . . . Spilled foods, grease, oil, moisture and dampness have no effect on these satin-smooth tile surfaces. Stains just *wipe off*. That's why Flexachrome is ideal for school cafeterias and kitchens, too.

And here are more facts on Flexachrome that *you* should have when planning new construction or when repairing old rooms and halls.

APPEARANCE . . . Flexachrome has a lustrous, tight-textured, satin-smooth finish. Its colors are bright and clear *all the way through*. And there are 25 of them to choose from.

DESIGNS . . . Flexachrome's Tile-at-a-time installation, a choice of 9 different sizes, feature strips, cove bases and cus-

tom-made inserts give almost unlimited design possibilities—decorative or functional.

WEAR . . . Flexachrome Plastic-Asbestos Tile wins highest honors for wearing qualities. Years of hard service do not dim its smile of welcome to each incoming class. High structural strength helps it take the continual beating of school traffic without showing age.

Yes, Flexachrome is an *important lesson* for every school executive. Remember, too, it can be installed quickly . . . for simplicity and economy of maintenance . . . for ease of cleaning—it's the *best tile* for *your school*.

See your local TILE-TEX Contractor for the complete story on Flexachrome for your school flooring needs. Or write: THE TILE-TEX DIVISION, The Flintkote Company, 1234 McKinley Street, Chicago Heights, Ill.

The Flintkote Company of Canada, Ltd., 30th Street, Long Branch, Toronto, Canada.

*REGISTERED TRADEMARK, THE FLINTKOTE COMPANY



TILE-TEX... Complete Flooring Service

What's New ...

Mobile Kardex

The new Remington Rand Mobile Kardex can house all cost, personnel, credit, ledger and other records. The new unit can be moved, grouped and arranged for the greatest efficiency, regardless of floor layout, and can be made available at the point of use and convenience with a minimum of effort. All records in Mobile Kardex are visible, for faster use, and all writing and transcription are done at comfortable working level.

Equipped with ball bearing, hard rubber casters, Mobile Kardex can be moved right to the person needing information. The unit can be easily rolled into the vault for overnight storage if desired. Where mobility is not required, Mobile Kardex can be provided with a stationary angle base. Remington Rand Inc., Dept. NS, 315 Fourth Ave., New York 10. (Key No. 338)

Rhythmster Phonograph

Providing a portable Hi-Fidelity phonograph, public address system and broadcast receiver in one unit, the Rhythmster has the Rek-O-Kut Variable Speed Turntable that plays all records from 6 to 16 inches at any speed from

25 to 100 r.p.m. It is described as especially effective in teaching typing, folk dancing, music, music appreciation, languages and many other subjects. A powerful amplifier and speaker make it possible to increase the volume sufficiently for use in an auditorium or gymnasium accommodating 350 to 400



students. An input is provided for plugging in a microphone when desired and the unit is designed for continual use without breakdown or maintenance. Rek-O-Kut Co., Dept. NS, 38-01 Queens Blvd., Long Island City 1, N.Y. (Key No. 339)

(Continued on page 158)

Rubberized Paint

Wallhide Rubberized Satin Finish is a new interior paint with unusual decorative qualities combined with durability and washability. It has the appearance and usefulness of a flat wall paint with rubber-like characteristics. The paint requires no primer and is easily applied by brush, spray or roller coater on any interior wall or ceiling surface, including new or old plaster, paint, wallpaper, wallboard, brick, concrete, cinder block, wood or primed metal. The rubber-like film prevents grease, lipstick, finger smears and ink spots from penetrating the surface so that they are easily removed.

The new product should be of particular interest in institutions since it has no objectionable odor and dries to a smooth finish in approximately one hour.

If a second coat is desired, it can be applied after four hours. As a result, rooms need not be kept vacant for long periods for rehabilitation. The paint does not crack or chip as the film remains flexible and it can be washed without damage to sheen or color. It is available in 12 standard colors. Pittsburgh Plate Glass Co., Dept. NS, 632 Duquesne Way, Pittsburgh 22, Pa. (Key No. 340)



CLEANER floors at LOWER cost!

● Long-wearing, solid-disc Brillo pads give floors "new-look" brightness at lower cost. You get more pad for your money. The entire pad works for you... saves time and waste motion. 4 grades, all diameters.

BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS

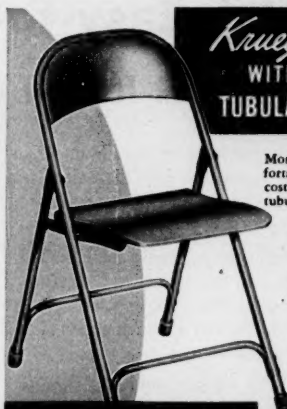
Brillo Solid Disc Pads stay firmly in place—will not buckle. Rest brush of machine on pad...operate machine as usual.



—Send for FREE Folder!

Brillo Mfg. Co., Dept. M, 60 John St., B'klyn 1, N.Y.
Send free folder on low cost Brillo floor care.

Name _____
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Krueger's Ahead
WITH THE FINEST
TUBULAR CHAIR EVER!

More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast: —

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
- Curved rolled edge backrest
- Positive, non-pinching seat lock
- Silent folding operation
- Y-type non-tipping frame
- Baked-on enamel finish

FEATURES THAT MEAN MORE!



Vertical dual bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Great dense foam for smooth gliding — also be covered with mar-proof white rubber feet.

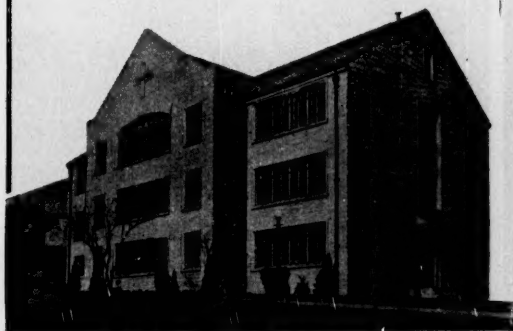
No. 62, with curved hardwood veneer seat for indoors and No. 61, with perforated, curved metal seat for outdoor use, provide you with super quality seating that is sturdily built to last for years. Light in weight, quick and quiet folding, easy to carry and move.

WRITE FOR CATALOG

... Describing the complete Krueger line of metal tubular and channel frame folding chairs.

KRUEGER
METAL PRODUCTS • GREEN BAY • WISCONSIN

ACADEMY OF THE ASSUMPTION (Raven Hill)



MILLERET HALL

PLANNED AND FURNISHED FOR THE YEARS AHEAD

Substantial construction and far-sighted planning promise long years of service for the new Milleret Hall at the Academy of the Assumption, (Raven Hill) Philadelphia. This fine new building was designed for the Sisters of the Assumption by Henry D. Dagit and Sons, Philadelphia. The installation of Heywood-Wakefield Tubular Steel School Furniture was arranged through Garret-Buchanan Company, distributors for Heywood-Wakefield Company, One Park Avenue, New York 16, N. Y.



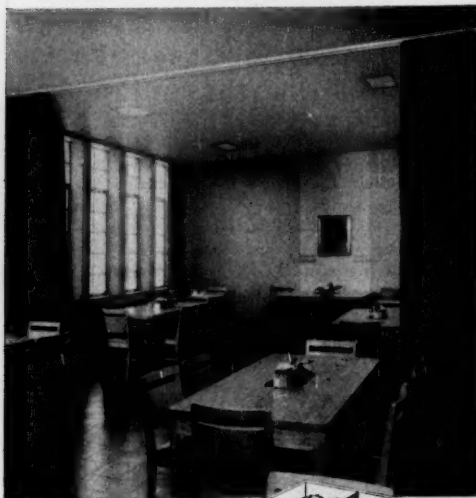
THE SAME forethought reflected in its construction is evident in the selection of Heywood-Wakefield Tubular Steel Furniture for this modern building. As this classroom shows, Heywood-Wakefield furniture permits flexibility of arrangement to meet the needs of specific classes. Its durable tubular steel construction makes units light enough to be moved readily by both

pupils and the maintenance staff. Shown here are Heywood-Wakefield Table-Desk S-1008 OF and all-purpose Chair, S-915. Like most Heywood-Wakefield units, these are available in a wide range of graded sizes. Write for our illustrated catalogue of Heywood-Wakefield Tubular Steel School Furniture. Heywood-Wakefield Company, School Furniture Division, Menominee, Michigan.

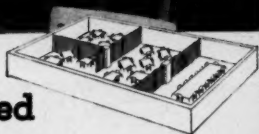
*Visit the Heywood-Wakefield display at Space 66,
Royal York Hotel, Toronto, October 15 through 18*



How many classrooms in a cafeteria?



**As many
as you need**



THANKS TO "MODERNFOLD" DOORS

You can by-pass high construction costs by making existing rooms do double duty. Thanks to "Modernfold" doors, a cafeteria, for example, quickly converts into a number of private classrooms. It's simple. Just push the folding doors together at lesson time . . . fold them to the wall at lunch time.

More Room in Every Classroom.

Remember, a standard size swinging door wastes approximately 8 square feet of valuable floor area. Why not let folding doors "free up" that space for additional desks, chairs, etc.?

Economical?

Sure. "Modernfold" doors cost little more than swinging doors, far less than permanent partitions, nothing to maintain. Their tougher-than-leather, fire-resistant vinyl covering—concealing a patented, sturdy steel frame—won't chip, peel, or fade . . . washes clean with soap and water.

For further information, mail the coupon or look up our distributor under "doors" in your classified directory.

Sold and Serviced Nationally
NEW CASTLE PRODUCTS
NEW CASTLE, INDIANA
In Canada:
Modernfold Doors,
1313 Greene Ave.,
Montreal



New Castle Products
P.O. Box 941
New Castle, Indiana

Gentlemen:

Send me your new folder, showing how to relieve crowded school conditions.

Name.....

Address.....

City.....

State.....

COPYRIGHTED NEW CASTLE PRODUCTS 1951



Library in elementary school at Shelby, Mississippi.
Architect: R. W. Noel, Jackson, Mississippi.

ATMOSPHERE FOR LEARNING

**achieved economically
with glued laminated
structural members**

"Shop grown" to the exact specifications of the designer, and with all the beauty and friendly atmosphere of wood, glued laminated structural members fit naturally into the construction of modern school plants. They are genuinely economical both in initial cost and in the absence of costly maintenance, for they are made of kiln dried material, and are permanently free from seasoning action.

Readily available without priority, and naturally resistive to destructive fire, wind or quake, glued laminated members merit consideration for the finest schools. For detailed information, ask your nearest Timber Structures representative for the new illustrated booklet, "Modern, Functional Schools"; or mail the coupon.

TIMBER STRUCTURES, INC.

P. O. BOX 3782-M, PORTLAND 8, OREGON

Offices in New York, Chicago, Kansas City, Missouri;
Dallas, Texas; Seattle and Spokane, Washington

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Please send me a copy of your booklet, "Modern, Functional Schools".

Name.....

Company.....

Address.....

City.....

Zone.....

State.....

Specify Von Duprin

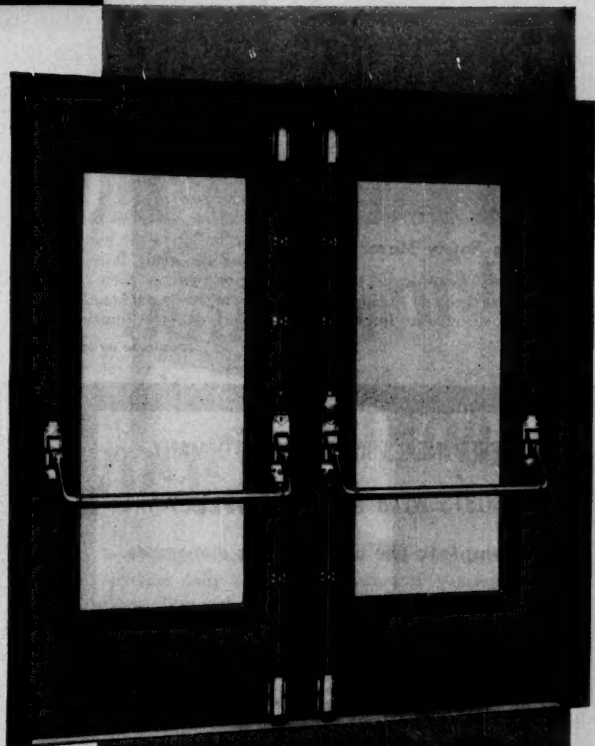
B²

**the finest
vertical rod exit device**

The Von Duprin B² is widely accepted as the finest fire and panic exit device of the vertical rod type . . . and for good reason. The B² incorporates every refinement known to the exit hardware industry . . . to assure a lifetime of unfailing performance.

The entire B² device is of drop-forged architectural bronze with precision-made bearing metal interior parts. For extra strength and service, the crossbar is X-Bar reinforced . . . an extruded X-shaped bar runs the full length of the crossbar. For extra safety, the device is double acting. Pressure either up or down on the crossbar retracts the ¾" throw latch bolts. Latch bolts operate independently to provide satisfactory service even though the door warps or shrinks.

Inspect the B²—see how it operates. You'll agree that for performance, quality, and design, the Von Duprin B² device is the *very finest*.



"THE SAFE WAY OUT!"



For your convenience, Von Duprin "Exit Engineers"—factory representatives and contract hardware distributors—are located in key cities across the nation. There's one in your area and it can pay you to know him. He has the engineering and hardware

background to consult with you in exit planning. And he has the complete facts on Von Duprin exit devices and accessory hardware to save you time on specifications. Call on him—often. If you don't know his name, write:

VONNEGUT HARDWARE CO., VON DUPRIN DIVISION • INDIANAPOLIS 9, INDIANA

What's New ...

Boice-Crane Joiners

Welded, all-steel construction is employed in the new 6 and 8 inch joiners recently introduced. The use of steel in the construction permits longer fences and longer tables as well as additional strength and accuracy. The new machines are rugged and will stand rough usage while being accurate enough for fine cabinet work. The use of steel also reduces the weight of the machine.

The tables are undergirded the full length and there are no overhanging ends. The longer table provides adequate support for narrow rabbeting on wide stock. The tables also feature a new, quick micrometer-accurate knife-setting system for smoother operation and better finish. A special ground steel bar is employed as a positive setting stop. The joiners have full length, front-adjusting, double locked fences made rigid by box-type steel main member and double locks. **Boice-Crane Co., Dept. NS, 975 Central Ave., Toledo 6, Ohio.** (Key No. 341)

Bus Safety Mirror

The Safety Cross Mirror for school buses has been designed to eliminate the "blind spot" directly in front of most

school buses. It is an 8 inch diminished mirror of sturdy construction, designed to permit the driver to see the road as close as three feet in front of the bus. Ordinarily the area at the right of the front wheel, where the school child who has left the bus waits or passes before crossing, is out of the view of the driver. With the mirror the driver can see a



child who might fall in front of the bus while it is standing.

The new mirror is designed to give the driver vision of the child from the time he leaves the bus door until he is across the road. It is a compact sized mirror with a new diminished lens which gives a panoramic view within an 11 inch radius. A similar mirror mounted

on the upper right hand panel of the bus door can provide vision for the driver along the entire right side of the bus, thus increasing the safety factor. **Safety Cross Mirror Co., Dept. NS, Lambertville, Mich. (Key No. 342)**

Joanna Wall Covering

A new vinylized fabric wall covering is being introduced for use where durability, washability, fire-resistance and attractive appearance are important. Joanna Wall Coating employs a newly perfected vinyl plastic coating applied to a supporting cotton fabric. The resulting material is resistant to scuffing and abrasion, is stainproof and is easily hung. It may be washed with any kind of soap and water or with detergents. The covering is fire resistant as it contains no oils or other inflammable ingredients and when subjected to a blow torch after it was hung, the flame died immediately the torch was removed.

Joanna vinylized wall fabrics are now available in 28 attractive colors with texture embossing or overprints, and special colors to suit any need are custom coated in lots of 250 yards or more. **Joanna Western Mills Co., Dept. NS, 22nd and Jefferson Sts., Chicago 16.** (Key No. 343)

(Continued on page 162)

WHEREVER MEALS ARE SERVED TO MANY...

CUT COSTS WITH *Lifetime* WARE

the complete line of fine plastic dinnerware.

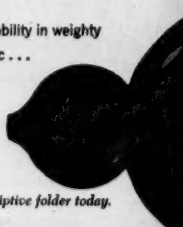
- Practically indestructible
- Handles quietly
- Tasteless and odorless
- Wide choice of through and through colors
- Stacks and stores compactly
- Unaffected by boiling water, strong soaps or detergents
- Easily washed by hand or machine
- Keeps food hot or cold 3 times as long

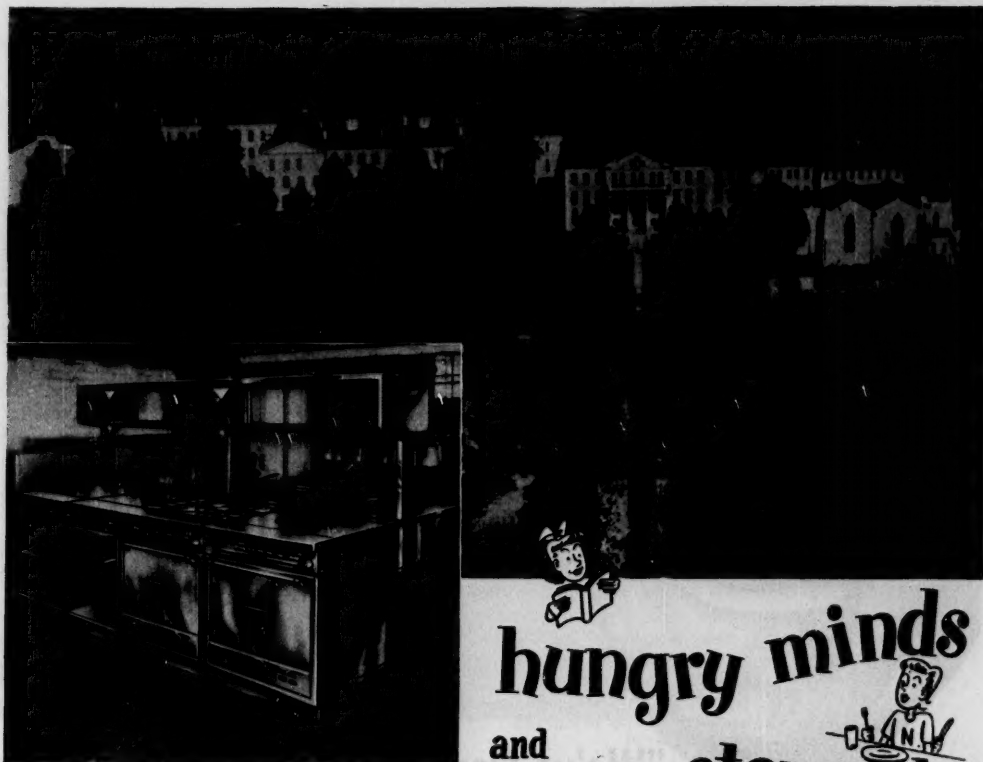
Here's beauty of design* and amazing durability in weighty plastic dinnerware manufactured of Melmac...

In 6 through and through colors

BERMUDA CORAL	GRANADA GREEN
PALISADES GRAY	CARIBBEAN BLUE
SAHARA SAND	CANYON YELLOW

Want the complete story? Write for free descriptive folder today.





The Vulcan Battery in Nazareth College Kitchen is composed of 3 radial-fin ranges, 2 even-heat tops, an open-top fryer and griddle broiler. Installation made by Kentucky Gas Service, Inc., Louisville, Kentucky.

**Other Vulcan Users
In The Institutional Field**

- PLEASANTVILLE HIGH SCHOOL
Pleasantville, N. J.
SOUTHERN WISCONSIN TRAINING SCHOOL
Union Grove, Wisconsin
SISTERS OF THE GOOD SHEPHERD
Sioux City, Iowa
LOUISIANA STATE UNIVERSITY
Baton Rouge, La.
ALBION STATE TRAINING SCHOOL
Albion, N. Y.
WESTON COLLEGE
Weston, Mass.
HILLHOUSE HIGH SCHOOL
New Haven, Conn.
OUR MOTHER OF SORROW SCHOOL
Cincinnati, Ohio
No. 46 JUNIOR HIGH SCHOOL
Brooklyn, N. Y.

Filling knowledge-hungry minds and satisfying hundreds of healthy appetites daily is *regular procedure* at Nazareth College and Academy, Nazareth, Kentucky. Exactly 87 days or 43,500 meals after the new Vulcan installation was put in operation at Nazareth, fuel from the *first* of two 1000 gal. supply tanks was still being used. Proof that careful, efficient kitchen planning can effect real savings in fuel, as well as keep food shrinkage at a minimum . . . *regular procedure* when Vulcan's on the job!

Whether the fuel is LP or City gas, Vulcan flexibility and completeness of line simplifies any kitchen planning problem, making this equipment ideal for every type of modern institution.

Start planning your kitchen of tomorrow — today — and plan with Vulcan•Hart. For complete information, address 18 E. 41st St., New York 17, N.Y., Department 15.

Vulcan•Hart
"MAKES THE MOST OF THE BEST"

VULCAN•HART MANUFACTURING CO.

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HEAVY DUTY RANGES • BROILERS • BAKING OVENS
ROASTING OVENS • RESTAURANT RANGES • GRIDDLES
DEEP FAT FRIERS • FOOD WARMERS



"We've Cleaned Out The Trouble Spots in Bunker Oil Transport Layouts!"

HOW IT WORKS

Fuel from underground storage (A) flows through pipelines (B) heated by safe 20-volt current from Transforming Energizer (C). No coking — heat spreads evenly over entire system. Thermostat (D) controls temperature at 130°F., makes system 100% automatic.

During intermittent shutdowns, fuel temperature is maintained automatically. During occasional shutdown, fuel can solidify — Thermal Electric will melt out the pipe system.

"We've found the simplest way to eliminate the hazards and trouble-spots in steam pipe heating layouts — just eliminate the steam entirely! Now we engineer maintenance-free bunker oil transport with Thermal Electric.

"Steam or water coils in the storage tank? That bundle of trouble is gone forever! The simple Thermal Electric Tank Unit removes the fuel from *unheated* storage. Stratification is impossible since the bulk of the fuel stays solid until melted for use.

"What about the snarl of pipes and valves of recirculation? Thermal Electric has scrapped all that too, as the pipes are heated by passing low-voltage electricity through them — independent of boilers and burners.

"Getting rid of this excess baggage gets rid of the excess costs, too. With maintenance costs eliminated and operation fully automatic, the savings quickly pay for the original investment.

"What's more, Thermal Electric's positive *guarantee* lifts the responsibility for perfect performance from the engineer's shoulders. From our experience, we'd say that the best way to clean out the trouble spots from your oil burner layouts is to specify Thermal Electric *Standard Systems*!"

Thermal Electric and Fluid Systems, Inc. are trade marks registered in U.S. Patent Office

PAT. NO. 2,524,403
Thermal Electric

Fluid Systems Inc., 1881 Dixwell Ave., New Haven 14, Conn.

Please send me "The Common Sense of Heavy Fuel Transport" plus Customer List of hundreds of satisfied users.

Name _____ Position _____

Firm _____

Address _____

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More Safety

...and Savings



CHEVROLET School Bus Chassis

Safety has always been the first consideration in the engineering of the Chevrolet School Bus chassis—in the choice of materials, in design and construction. And now, they have the extra safety added by Chevrolet's Twin-Action heavy-duty rear brakes and new Dual-Shoe parking brake. . . . Second only to safety comes economy of maintenance and operation, assured by Chevrolet's valve-in-head engine, four-speed transmission, heavy-duty rear axle, and long-lasting clutch. You save in first cost, too. . . . For safety and savings, choose Chevrolet.

CHEVROLET MOTOR DIVISION OF GENERAL MOTORS
DETROIT 2, MICHIGAN



SCHOOL BUS CHASSIS

199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds, depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Loadmaster valve-in-head engine, 105-h.p., 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. New Twin-Action heavy-duty rear brakes. New Dual-Shoe parking brake.

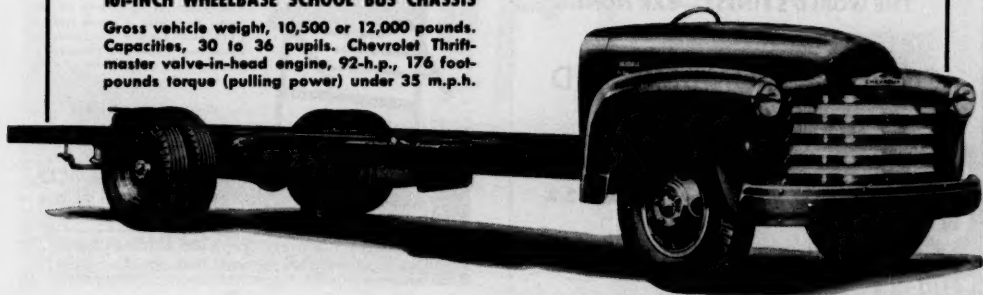
161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thriftmaster valve-in-head engine, 92-h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h.

governed speed. New Twin-Action rear brakes. New Dual-Shoe parking brake.

137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thriftmaster valve-in-head engine, 92-h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Proved dependable Double-Articulated brakes. Capacity, 16 pupils.



What's New ...

Siebert Sedan Bus

A new type sedan bus, the Siebert Mercury Flagship, is being introduced. It can be used for transporting debate teams, students on geology field trips, athletic teams, groups for conferences or conventions and other groups. The sedan bus carries 11 passengers, plus the driver, and can operate on a 24 hour schedule. It is ruggedly constructed for hard use.

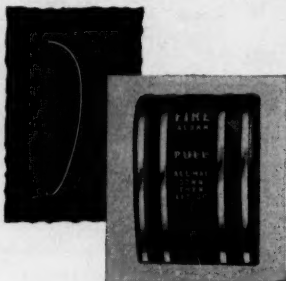
The Siebert Mercury Flagship has a wheelbase of 190 inches, an overall length of 23 feet and a height, over the luggage rack, of only 75 inches which makes for easy loading of luggage and equipment from the sidewalk or from the rear by chrome ladder. The extra large clutch is designed for long, hard use and the sedan bus is equipped with Hydro-Vac brakes. The Shop of Siebert, Inc., Dept. NS, 674 Southard Ave., Toledo 2, Ohio. (Key No. 344)

Fire Alarm

The new Edwards fire alarm is based on a coded box system which instantly reports to the proper authority where the fire is. It can also notify municipal fire stations of the fire. The location of the fire is immediately shown as the alarm sounds, helping guide the quick

and effective evacuation of the building with personal supervision and avoidance of the danger area.

The new box provides not only a safety factor but is attractive and modern in appearance, foolproof and panic-proof. A single pull on the recessed handle, clearly marked, turns in the



alarm. The box is fire-engine red with contrasting metal bands. It can, however, be finished in any color to blend with new or remodeled buildings. The box is small and compact and while it takes up a minimum of space, it is readily seen. The system is simple to service and inspect and economically priced. Edwards Company, Inc., Dept. NS, Norwalk, Conn. (Key No. 345)

(Continued on page 166)

Cove Base

Nine new colors have been announced for continuous length Vinyl Plastic Cove Base available from The Fremont Rubber Company. The new colors are permanent, do not chip or peel, and include Ebony, Navy, Light Blue, Cherry, Dubonnet, Sea Green, Forest, Chocolate and Smoky Gray. The Fremont Rubber Co., Dept. NS, Fremont, Ohio. (Key No. 346)

Porter-Cable Sander

The new Model 105 Finishing Sander is a powerful motor-driven machine with two counter-balanced transmissions. The abrasive pad revolves in a 3/16 inch diameter orbit at 5000 r.p.m., producing a uniform, smoothing action on wood, metal, plastic and composition. The Guild orbital motion sander can be used for all types of maintenance work requiring a sander as well as in finishing on new construction, and in woodworking. It is 9 inches long, 3 inches wide and 3 1/4 inches high. It can be easily maneuvered in corners and close to trim or molding. It is light in weight and has a smoothly operating motor. The Porter-Cable Machinery Co., Dept. NS, Syracuse 8, N. Y. (Key No. 347)

CONNOR

FOREST PRODUCTS SINCE 1872

"LAYTITE"

MAPLE FLOORING

MFMA Specifications

STRIP and BLOCK

THE WORLD'S FINEST—BAR NONE

CONNOR LUMBER AND LAND COMPANY

Phone No. 3 or 418

MARSHFIELD, WIS. P.O. BOX 112-A

Behind the Mills—The Connor Timber Stands

... on a

STEEL FOLDING CHAIR

BECAUSE the Clarin Chair is made just the Right Height and Width, with Big 18 in. Seat and Contour Fitting Back. It also has superior 4-Point Suspension, which makes it the sturdiest chair of its kind available.

BESIDES, the Clarin Chair is Self-Leveling where placed where there are slight depressions or unevenness in the floor surfaces. It is protected with Rubber Cushions on all four feet to protect floors against scratching or marring. It folds quietly and easily within its own frame. Your choice of various colors in both Metal Finishes and Leatherette Upholsteries. Furnished in three styles with plywood seat, upholstered seat only, or with upholstered seat and back.

Built up to a Standard—
—not down to a price.

CLARIN MFG. CO.
1000 West Harrison St., Dept. 14
CHICAGO 44, ILLINOIS

Steel folding chairs
servant than any other

Milton Bradley School Furniture is



*Round or Rectangular
Tables to meet many
needs.*



*Pedestal and Swing-
seat Cafeteria Tables*



*Lift-lid and Open Box Desks
Correct Posture Chairs*



TODAY'S Milton Bradley School Furniture carries on a basic idea of the pioneer in supplying Schoolroom equipment for the children of America. This is to design furniture to fit the needs of the particular classroom — rather than expect the best from either teachers or pupils accommodating themselves to makeshifts.

As a result, the Milton Bradley line now includes a range of units that assures a "perfect fit" for the requirements of the individual school. Designs have, of course, kept pace with the increasingly varied needs of modern education — and each is "classroom-tested" to assure suitability. Materials and workmanship reflect the Milton Bradley reputation for quality on every count.



Write today for the illustrated folder showing the complete Milton Bradley line of School Furniture — and, if you have some special problem, remember the Milton Bradley design staff offers competent assistance in "tailoring" specifications to particular requirements. Write to Dept. NS-9.

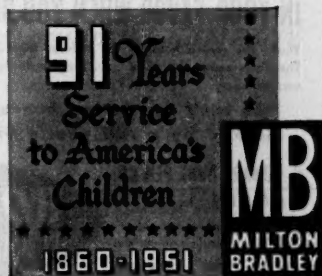
MILTON BRADLEY COMPANY • SPRINGFIELD 2, MASSACHUSETTS

Manufacturers and Distributors of School Furniture Through

EDWARD E. BABB CO. of Pa.
Philadelphia, Pa.

MILTON BRADLEY CO.
Chicago, Ill.

EDWARD E. BABB CO.
Boston, Mass.



LOOK at what \$396*
will buy!



*For Kewanee, Ill. Subject to change without notice.

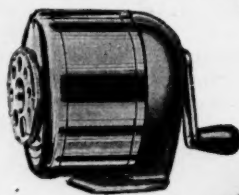
KEWANEE

... a COMPLETE dishwashing operation

This large-capacity, space-saving KEWANEE dishwasher is made to order for the school lunch. Priced to meet limited budgets, it gives you 3000 dishes-per-hour capacity... also handles glasses, silver, pots and pans. Washes, rinses and sanitizes in one compact package unit—requires only 11 sq. ft. floor space. The KEWANEE heats its own water, thus requires no booster. Gas heating standard... electric heating available at extra cost. WRITE FOR LITERATURE AND FULL DETAILS—NO OBLIGATION.

- Ask also about the KEWANEE PRE-WASH, the dishwasher that's a step ahead of ordinary 3-tub units. It pre-washes with a spray... washes, rinses and sanitizes... AND IT'S LOW IN PRICE!

KEWANEE INDUSTRIAL WASHER CORP. KEWANEE, ILLINOIS



*Tinius Olsen Test No. 31517

**36,890
SHARP POINTS***
IN YOUR FAVOR WHEN YOU BUY BOSTON

That's the record held by the famous BOSTON KS Sharpener. The facts prove the point... for durability, speed, precision and economy.

You can't buy better than a BOSTON!
Backed by a full year's Guarantee.

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CAMDEN 1, N. J.

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WRITE FOR CATALOG

BOSTON
PENCIL SHARPENERS

**QUICKLY FOLDS
OR UNFOLDS**

**for changing
ROOM USES**



Mitchell
FOLD-O-LEG
Tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Churches, schools, hotels, institutions, fraternal buildings. Convert any room into a banquet or group activity room. Clear it in minutes.

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY

2734 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

**200
CHILDREN
SAFELY ESCAPED
RAGING FIRE**

**POTTER SLIDE
TYPE FIRE ESCAPE**
in seconds instead
of minutes
MADE RESCUE POSSIBLE

Mothers, Fathers, Teachers and Principals realized that a precaution taken only six years before insured the irreplaceable lives of their dearest possessions. SAFEGUARDING occupants of SCHOOLS, HOSPITALS and ALL PUBLIC INSTITUTIONS is assurance of family comfort and happiness when protected by POTTER SLIDE TYPE FIRE ESCAPES. Over 9,000 in service on two to 34 story buildings, saving 44 sq. ft. of usable floor space on each floor instead of stair wells.

POTTER MFG. CORPORATION
6118 N. California Ave. CHICAGO 45, ILL.

For QUICK DETAILS, PHONE COLLECT (ROgers Park 4-0098)

*"Over 50% reduction in replacement costs
due entirely to the use of
dinnerware molded of*

MELMAC® PLASTIC"

—reports the well known Hubbard House chain



Mr. Ronald K. Jetmore, vice president of Hubbard House, Inc., enthusiastically endorses Restraware, molded of MELMAC, by Applied Plastics Division of Keystone Brass Works.

"As you know," says Mr. R. K. Jetmore, vice president of the famous Hubbard House chain, "we keep a very accurate record of replacement costs, and we find that dinnerware molded of MELMAC, by itself, has reduced our tableware replacement costs by over 50% . . . a substantial item, as every restaurant man is agreed.

"After some two years we are even more sold on it than we were originally. It is well accepted by our customers, and we are especially pleased because its quietness eliminates much of the dish noise prevalent in counter service and dishwashing machines."

This is just *one* of many enthusiastic endorsements of dinnerware molded of MELMAC plastic. And it's one more reason why it will pay you, too, to insist that your supplier give you full details about MELMAC plastic tableware.



*In Canada: North American Cyanamid Limited,
Royal Bank Building, Toronto, Ontario, Canada.*

What's New ...

Fluorescent Lighting

The new 4063 luminaire uses two 40 watt, T-12, 48 inch fluorescent lamps and is designed for general illumination. This addition to the Curtis Forty-Sixty line offers 35 degree crosswise and 45 degree lengthwise shielding, thus making it especially suitable for locations where luminaires are to be installed parallel to the line of vision. High levels of illumination without glare can be obtained due to the low-brightness of the 4063 which blends with the illuminated ceiling.

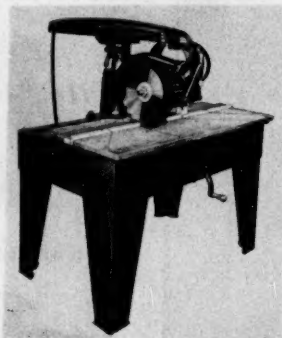
The side reflectors are constructed of Alzak aluminum and the center reflector, louver fins and wiring channel are made of steel finished in white Fluracite enamel. **Curtis Lighting, Inc., Dept. NS, 6135 W. 65th St., Chicago 38. (Key No. 348)**

Electronic Control

A new electronic control has been announced for engineered steam heating systems. All control panels for Dunham systems are now equipped with the RST-EA-A Electronic Amplifier. The amplifier indicates and controls temperature changes and replaces a galvanometer as nerve center for the panel. The amplifier gives more reliable opera-

tion since it has fewer parts and maintenance is more economical. **C. A. Dunham Co., Dept. NS, 400 W. Madison St., Chicago 6. (Key No. 349)**

Radial Arm Saw



The DeWalt Model R-2 Radial Arm Saw is a receding arm saw for wood-working, metal and plastics. The motor of the new DeWalt Model R-2 is a low dead-rise, direct-drive motor which permits a greater depth of cut. The reduced interference of the bottom of the motors permit the arbor to be

brought closer to the material being cut. The motor is wound with Formex Fiberglass insulation and is provided with permanently lubricated bearings. The arm has eight lubricated double-row bearings and locating latches permit rapid location of the cutting tool in any of the many cutting positions possible. The machine has manual push button starting switch and is available in 3 and 5 h.p. sizes. **DeWalt Inc., Dept. P-107, P.O. Box 540, Lancaster, Pa. (Key No. 350)**

Laminated Gym Seating

Horn Folding Gym Seats are now available with three types of laminated boards for seat, foot and riser. To eliminate the possibility of warping, these boards are built up of kiln dried Douglas fir with the ends of all boards inlaid with a wood spline to prevent splitting. The method of building up the boards eliminates the natural stresses and pitch pockets and gives a warp free board. They are offered in built up rail type board for maximum ventilation, laminated built up board with flush surface and laminated built up board with grooved surface. **Horn Brothers Co., Division of Horn Industries, Dept. NS, Fort Dodge, Iowa. (Key No. 351)**

(Continued on page 170)



No. 326 Table—An exceptionally sturdy table with genuine NATCOLITE top, surfaced with NEVAMAR—resistant to cigarette burns, stains, boiling water. Won't chip or dent. Easy to keep clean.



NATCOLITE SEATING

For Cafeterias, Libraries, Classrooms, Assembly Rooms

NATCOLITE tables and chairs are ideally suited to the needs of schools and colleges . . . wherever good looks, comfort and durability are essential.

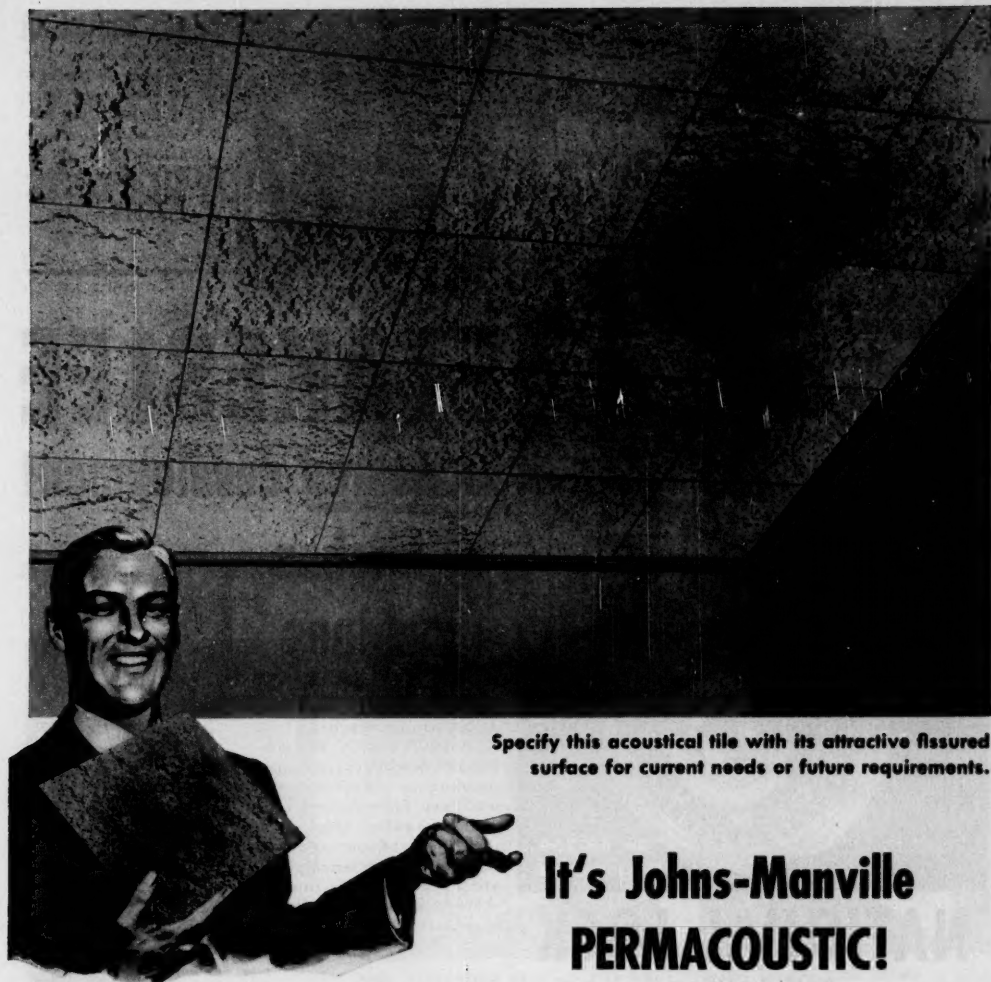
No. 643 Chair—A sturdy saddle seat chair with many exclusive features of construction. Built for lasting service.

Complete line of upholstered chairs and juvenile chairs.

Consult your equipment dealer or write for further information.



NATIONAL STORE FIXTURE CO., INC. 2301 HOLLINS ST. • BALTIMORE 23, MD.



Specify this acoustical tile with its attractive fissured surface for current needs or future requirements.

It's Johns-Manville PERMACOUSTIC!

PERMACOUSTIC® TILE has an attractive fissured surface with great architectural appeal. The texture obtained by the fissures is distinctive and pleasing and avoids mechanical monotony of appearance.

Because Permacoustic is made of non-critical materials you can plan present and future construction without fear of shortages. Stocks are carried in all the principal cities in the United States.

Made of fireproof rock wool fibres, Permacoustic meets building codes which specify the use of non-combustible acoustical materials.

Permacoustic is furnished in popular sizes, can be installed by application to existing slabs or ceilings, or can be suspended using a spline system of erection.

Other J-M Acoustical Ceilings include *Fibre-tone*®, a drilled fibreboard; *Sanaoustic*®, perforated metal panels backed up with a non-combustible, sound absorbing element; and *Transite*®, made of perforated, fireproof asbestos. For a free brochure entitled "Sound Control," write today to Johns-Manville, Dept. P.A., Box 158, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U. S. Pat. Off.



Johns-Manville

PRODUCTS Movable Walls—Terraflax and Asphalt Tile Floors—Corrugated Transite®—Flexstone® Built-Up Roofs—Etc.

**Back to
School...**



and to the finest locker
protection money can buy



No. 68-264
Masterkeyed

NATIONAL LOCK

Self-Locking

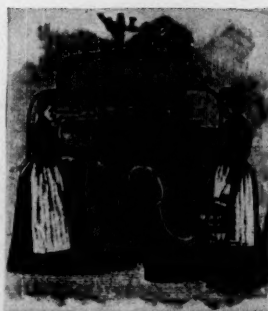
Combination Locks

Once again, students, teachers, custodians and school officials everywhere are looking to National Lock Combination Shackle Locks for complete low cost locker protection. People who are most familiar with locks and school lock requirements know National Lock as a manufacturer of superior-quality locks for over forty years. They know that National Lock self-locking Shackle Locks are rugged, easy to use, ever dependable. Ask those you know who are using them on their lockers.

Write on Your Letterhead for **FREE** Sample Lock



NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division



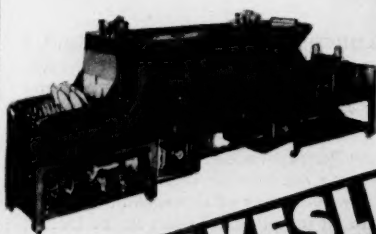
Recognition of achievement for constructing the first practical dishwashing machine was awarded to G. S. Blakeslee at the World's Columbian Exposition in 1893.

BLAKESLEE

**pioneered development
of kitchen
machines**

Since 1880, when G. S. Blakeslee built the first dishwashing machine, the G. S. Blakeslee Co. has consistently been first to introduce outstanding improvements in kitchen machines. Flow control valves; timed final rinse valves; large, efficient scrap trays; no gear drives; streamlined, more sanitary designs; variable speed drives; are a few Blakeslee innovations. All these Blakeslee pioneered features are reasons for Blakeslee leadership today.

Write for Literature



BLAKESLEE

G. S. BLAKESLEE & CO.
1844 S. 52nd AVE. CHICAGO 58, ILL.
NEW YORK TORONTO

All across the nation—

Frigidaire is helping schools serve better meals at lower costs!

School staffs know how important appetizing, nourishing food is in keeping students healthy and happy. That's why so many schools continually choose Frigidaire equipment. They know Frigidaire gives the best, safest refrigeration possible. And they've discovered, too, that Frigidaire's matchless trouble-free service and year-in, year-out reliability keep costs really low!

Here are a few of the ways Frigidaire
can serve your school



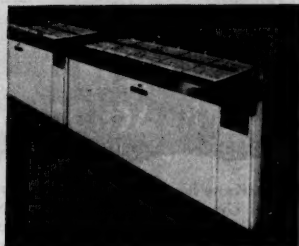
Frigidaire Compressors and Cooling Units safeguard foods' nutritional values in Walk-in Coolers. They provide continuous dependable refrigeration—and at minimum cost because they operate on a trickle of current. Famous Meter-Miser available in $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ hp sizes. Frigidaire reciprocating compressors up to 25 hp. Wide range of gravity and forced air cooling units available.



Frigidaire Water Coolers along school corridors provide a dependable flow of cool, refreshing drinking water. Smartly styled, and whisper-quiet, Frigidaire Water Coolers operate for as little as 2c a day.



Roomy Frigidaire Reach-Ins in school kitchens keep foods fresher, more flavorful longer—by blanketing all food with constant safe cold. Reach-Ins are also used to preserve the full potency of health-saving drugs and medicinals in school dispensaries.



Frigidaire Low-Temperature Cabinets in school cafeterias keep ice cream at just-right temperatures for fast-serving and provide safe storage for frozen foods. They're powered by Frigidaire's thrifty Meter-Miser, simplest cold-making mechanism ever built.

Whatever your refrigeration or air conditioning needs, call your nearby Frigidaire Dealer or District Headquarters office. Look for the name in the Yellow Pages of your phone book under "Refrigeration Equipment." Or write Frigidaire Division of General Motors, Leaside (Toronto 17), Ontario.

FRIGIDAIRE

Water Coolers • Low-Temperature Cabinets • Compressors • Cooling Units
Ice Makers • Self-Contained and Central System Air Conditioners • Beverage Coolers
Reach-In Refrigerators • Electric Dehumidifier • Household Appliances

What's New ...

Revolving Door Drain

Where revolving outer doors are used, the problem of tracking slush and dirty water into the lobby in bad weather can now be minimized with the new Non-Skid Revolving Door Drain. The drain is designed to set flush with the floor surface at both the exterior and interior openings of the revolving door enclosure, extending the full arc of the enclosure openings so that the moisture is wiped into the grating by the squeegee action of the rubber weather stripping at the bottom of the door wings. The drain is made with a heavy cast-iron body, dura-coated for protection against corrosion. The exposed portion of the grate has a non-skid carborundum top to minimize slipping. **J. A. Zurn Mfg. Co., Dept. NS, Erie, Pa. (Key No. 352)**

Welding Gun

Those responsible for industrial arts courses will be interested in a new hot air welding gun for use in welding plastics. The gun is used with a compressor or any standard source of compressed air that delivers a pressure of 4 to 5 pounds. The gun is ready to operate by simply plugging into any 110 volt, 60 cycle alternating current

outlet and connecting to compressor or air supply. It is light in weight, portable and easy to use. **Almac Engineering Co., Dept. NS, P.O. Box 5072, Pittsburgh 6, Pa. (Key No. 353)**

Honor Roll Plaque



A new solid walnut honor roll plaque in shield design is being offered with sculptured bas relief heading design, cast in special plastic material and finished in simulated bronze colors. The shield is 18 by 26 inches overall, ¾ inch thick, beveled, with hand rubbed finish. It

has two hangers on the back with three star ornaments on the face.

The plaque will accommodate up to 60 name plates which are engraved on statuary brown Lamicoid plastic material with lettering filled in gold. More names can be accommodated if smaller plate size is used. The name plate at the bottom is designed to carry the name of the school or other institution displaying the plaque. **International Bronze Tablet Co., Inc., Dept. NS, 150 W. 22nd St., New York 11. (Key No. 354)**

Floor Brush Tip

To help solve the floor brush thread stripping problem, the Flo-Pac cast aluminum tip is put on the end of regular hardwood handles under hydraulic pressure. Fins on the inside of the tip groove into the handle end and keep it from turning. A wood screw through the end of the tip keeps it from pulling out. The aluminum tip is threaded for all standard floor brush threads.

The new tip is designed to eliminate stripping of the threads on both the handle and the brush. It gives the handle superior holding and threading qualities and long life. **The Flour City Brush Co., Dept. NS, 1501 Fourth Ave. So., Minneapolis 4, Minn. (Key No. 355)**

(Continued on page 174)

A "SOUND" Investment For The SCHOOL or CHURCH

DuKane Sound Equipment is especially designed for the church or school, from the smallest to the largest. It is truly a SOUND investment—regardless of budget. It is backed by the experience of over a quarter of a century of electronic research, development, and manufacturing, under the highest of production standards. The new unit-construction design permits flexibility never before attained in sound distribution equipment.

Available in single or dual channel systems, rack or console, DuKane equipment is engineered to provide central sound control for the distribution of sound to various selected rooms, auditoriums, etc. The intercom panel permits two-way conversation from the office to any point in the system.

Invest now in a basic system—add to it as your budget permits. You will have the finest of sound installations. An experienced, factory-trained engineer is available in your area for free consultation and survey.

DuKANE SOUND EQUIPMENT



Unit shown is a
DuKane Dual Channel Desk Console



Built by the makers of the famous
"FLEXIFONE INTERCOM"

DUKANE CORPORATION
ESTABLISHED AS "OPERADIO" 1922
ST. CHARLES, ILLINOIS

DUKANE CORPORATION Dept. NS-91
St. Charles, Illinois

Without obligation please send information on:

- ☐ DuKane School Sound Systems ☐ DuKane Sound for the Church
☐ Flexifone Intercom

Name _____
Address _____
City _____ Zone _____ State _____

CLIP THIS
COUPON
MAIL
TODAY

John C. Fremont
High School,
Los Angeles,
California

Compact GAS cooking battery includes—two hot-top ranges, one griddle-top range, one steamer, and one sectional baking and roasting oven.

Food Service Scheduling for School Cafeteria EMPHASIZES EFFICIENCY OF MODERN **GAS** KITCHEN

● 47 SERVINGS PER MINUTE—that's rapid service for any volume cooking establishment, but needed especially for a high school cafeteria which has a serving period of only 40 minutes. At Los Angeles' John C. Fremont High School, this schedule is maintained every school day—with a hot entree served from the school's compact Gas kitchen.

In 20 years of growing to its present 1887 student and faculty population, the school cafeteria has employed GAS for volume food preparation. Based on two decades of experience with GAS, school authorities recently modernized with efficient Gas Cooking Tools.

Cafeteria Manager Rene H. Gardner points

out that the lunch requirements of so many in such a short time are satisfied because of the absolute dependability of GAS—dependability to cook foods when you need them, as you like them.

An efficient Gas kitchen will help solve your volume cooking problems. Gas is economical, too. Your Gas Company Representative has the facts. Call him today.

AMERICAN GAS ASSOCIATION

420 LEXINGTON AVE., NEW YORK 17, N.Y.





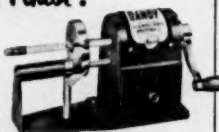
2½ times as many points from Apsco sharpeners!

Tests by leading laboratories** prove that Apsco pencil sharpeners are your best buy:

- Apsco sharpens 2½ times as many points.
- Apsco gives more points per pencil.
- Apsco makes a perfect point every time.
- Apsco saves up to 70% of cutter replacement costs!

Models below are recommended for school use.

Finest!



Apsco Dandy made ruggedly of steel to stand hard use. Has automatic feed; need not be fastened down. Takes any size wood case pencil or crayon.

New!



Dexter No. 3 has double bearing steel frame supporting cutter head at both ends. Centering turret for all sizes of wood case pencils, crayons. Mounts in any position.

New Deluxe Models 51



Apsco's medium-priced Neoteric design models: **Chicago** for standard pencils, **Giant** with centering turret, **Premier** with automatic feed. All have famous Apsco undercut cutters and mount in any position.

*Pittsburgh Testing Laboratory, File No. 32999.1.
**United States Testing Co., Test Nos. 89388 and E-756.



Buy on performance! Your pencil sharpener budget goes further when you specify Apsco. There's an Apsco model for every need of school, office or home. Consult your Apsco dealer, or send coupon for complete Apsco literature.

It Costs Less... to Buy the Best

AUTOMATIC PENCIL SHARPENER CO., DEPT. I
336 No. Foothill Road, Beverly Hills, California
(Offices also in Rockford, Illinois, and Toronto, Canada.)

Please send literature and name of nearest Apsco dealer.

Name _____ Title _____
School _____
Address _____ Zone _____
City _____ State _____



Remove Paint and Varnish Like Magic

STRIP-IT is the name of Churchill's revolutionary new product that removes *all* coats of paint or varnish like magic. Just apply with a lamb's wool applicator or brush, let stand a few minutes; then remove flaky residue with steel wire brush on floor machine, and the natural surface is clean . . . ready for refinishing. No washing, neutralizing, scraping or sanding . . . and repeated application is seldom necessary. Equally effective on horizontal or vertical surfaces . . . on floors, woodwork, desks, chairs or tables. Harmless to any natural surface. Non-inflammable.

Perfect Finish for Asphalt Tile

Developed especially for asphalt and rubber tile floors, but equally effective on other materials, Churchill's new **VER-SEAL** penetrates deeply, seals the pores and dries to a hard, resilient finish. It does not soften, damage or curl asphalt tile, and absolutely prevents color bleeding. Makes floors highly resistant to heavy foot traffic. It is also grease-proof . . . assuring complete protection of floors in kitchens, lunch-rooms, cafeterias, etc. Dries thoroughly, ready for use, in 20 minutes . . . and is ready for further treatment in just 12 hours. A time-saver!

Maximum Waxed Floor Protection

All protective sealers last two or three times longer when topped with Churchill's **ALADDIN Self-Polishing Wax**. This forms a hard, transparent film which holds dirt and grit on the surface . . . prevents wear on the surface underneath. No polishing is needed. Merely apply a thin coat with a wool applicator and allow to dry. Lustre will increase as a result of sweeping and normal traffic. **ALADDIN Wax** need not be removed before cleaning or rewaxing. Lap marks will not show when traffic lanes are "patch waxed". It's non-slippery and will not spot, smear, track or mark.

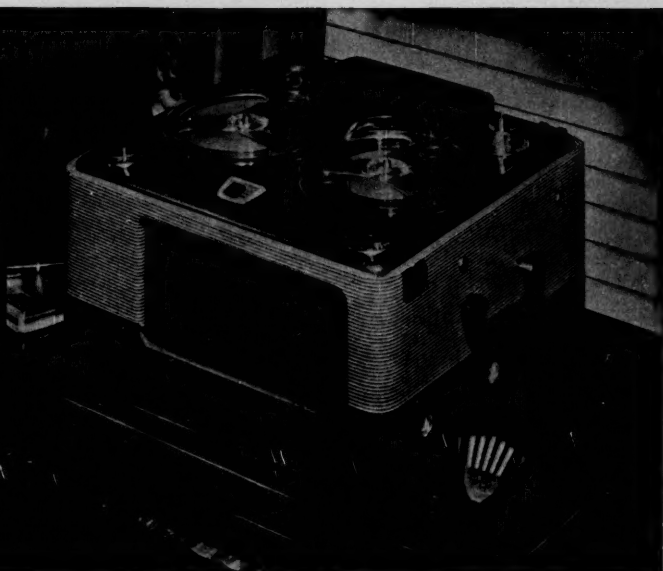
Try these superior products once, and they will always be on your list of "necessary supplies". Call your Churchill distributor or representative, or write . . .

CHURCHILL MANUFACTURING COMPANY

GALESBURG, ILLINOIS

Churchill Manufacturing Company, 100 West Main Street, Galesburg, Illinois 62541

now... the
professional-type
tape recorder for
quality-conscious
schools!



new Webcor tape recorder by Webster-Chicago

Lighten the load of your
overburdened teachers with

Webcor

Music teachers find Webcor speeds band or orchestra rehearsals because students learn faster by hearing their mistakes.



Speech teachers say Webcor helps students improve diction and delivery faster.



Stenography teachers find recorded dictation exercises frees them for personal, individual instruction.



Language teachers feel that Webcor guides students in vocal exercises by quickly showing errors.



Here's the newest member of the famous Webster-Chicago recorder family—a tape recorder with performance and features usually found only on instruments costing hundreds of dollars! Not only does the Webcor reproduce with matchless fidelity, but it's as easy to operate as a radio!

Only Webcor—of all popular priced tape recorders—offers you all these professional-like features:

- Three speeds: fast for music, slow for speech, fast forward or rewind.
- Two hours of recording on one 7" reel for double economy.
- Specially designed, high fidelity AC amplifier.
- Six-inch PM speaker, enclosed and dust-free.
- Records or plays in both directions without inconvenience of reel turn-over.
- Two recording heads and two motors for smoother operation.

WEBSTER-CHICAGO

The greatest name in magnetic recorders
and Fonographs



Call your local Webster-Chicago dealer for full information on the famous line of Webster-Chicago Fonographs (first choice in America's schools) easy-to-use magnetic tape and wire recorders and portable sound systems.

What's New...

Product Literature

• "Crane Quality Plumbing and Heating Equipment for Schools" is described and illustrated in a catalog-type booklet published especially for schools by Crane Co., 836 S. Michigan Ave., Chicago 5. Equipment covered includes lavatories, water closets, showers, drinking fountains, urinals, sinks, heating equipment and water heaters. (Key No. 356)

• "Corbin Wood Products" illustrated and described in a new folder issued by Corbin Cabinet Lock-Wood Products Division, The American Hardware Corp., New Britain, Conn., cover mail sorting tables, storage cabinets, key cabinets, bulletin boards and other items constructed of kiln-dried hardwoods. The products are offered for shipment knocked-down, complete with all hardware needed for re-assembly. (Key No. 357)

• The story of "Thomas Phosphate Rust Proofing" which protects all metal parts before assembly in bus bodies manufactured by Perley A. Thomas Car Works, Inc., High Point, N.C., is told in a folder recently received. The advantages of Thomas Phosphate Rust Proofing and how it is applied are described and illustrated. (Key No. 358)

• The story of "The First Fifty Years" of the Toledo Scale Co., 1023 Telegraph Rd., Toledo 12, Ohio, is told in an attractive brochure recently released. The booklet is fully illustrated with old as well as new photographs. (Key No. 359)

• A new edition of the "Maintenance Checking Chart" is available from United Laboratories, Inc., 16801 Euclid Ave., Cleveland 12, Ohio. The complete chart lists many common building maintenance problems and recommends the solution to each. Over 100 products and processes for maintenance of floors, roofs, interior walls, waterproofing, special paints and other items are listed in the chart. (Key No. 360)

• A portfolio of information on Solid Kumbort Magnesium and Wood Chairs That Fold has been issued by Louis Rastetter & Sons Co., Fort Wayne 1, Ind. The portfolio gives data on the multiple use of rooms, correct spacing for table and auditorium seating, illustrates actual use of the chairs, provides diagrams of floor space to show how it may be used to best advantage, and gives complete catalog information on two upholstered Magnesium chairs and nine wood models, all with Rastetter hinge and brace construction for strength and long life. (Key No. 361)

• A 34 page and cover, 8½ by 11 inch, spirally bound book has been published by The F. W. Wakefield Brass Co., Vermilion, Ohio, to tell the story of the Wakefield Luminous Acoustical Ceiling. Subjects covered in the book are the conception, principles, development in cooperation with M. I. T. authorities, applications to new and old construction, construction methods, colors to use in room decoration, and data on illumination, acoustics and air conditioning. The book includes a brightness study by Russell C. Putnam, consulting illuminating engineer, Cleveland, and complete diagrams of structural and electrical systems. Installation instructions on the Wakefield Ceiling, which has optional acoustic controls and becomes integral with the room functionally and esthetically, include diagrams and photographs. (Key No. 362)

• Two new catalogs of Testing, Guidance and Reading-Improvement Materials are available from Science Research Associates, 228 S. Wabash Ave., Chicago 4. Copies are available for individual use or for distribution to classes in guidance or tests and measurements. One catalog is designed for elementary teachers, counselors and administrators and the other for high school and college personnel. (Key No. 363)

(Continued on page 178)

Complete systems to meet every requirement
-and Budget!



Bogen
school sound
systems

Standard systems
featuring custom-built flexibility

including—

- CAPACITY UP TO 72 CLASSROOMS OR MORE
- TWO AND THREE CHANNEL OPERATION
- CHOICE OF RADIO RECEIVERS AND PHONOGRAPHS
- CLASSROOM PRIVACY
- U. I. APPROVED—BUILT TO U.S. OFFICE OF EDUCATION SPECS.



Write for free literature to Dept. J9

David Bogen
CO., INC.

663 BROADWAY, NEW YORK 12, N. Y.

TYPE SX CONSOLE ILLUSTRATED

Locker problems get you down?

Dudley can help.... and it needn't cost you a cent

There's a Dudley representative near you who's an expert on school locker problems. He'll be glad to help you without cost or obligation. Send your request and we'll have him call next time he's near you.




Master-Keyed P-570

Write for free Catalog Folder of sturdy, school-tested Dudley Locks.

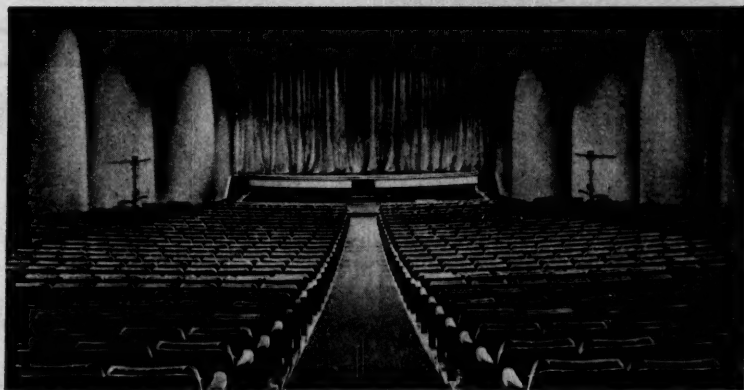


Master-Charted RD-2

DUDLEY LOCK CORPORATION

Dept. 910, Crystal Lake, Illinois

*Cullen Auditorium,
University of Houston,
Houston, Texas,
equipped with 2,011
American Bodiform
full-upholstered chairs.
(View from back, at right—
from front, below)*



American Bodiform Auditorium Chair

*Provides the utmost in
beauty, comfort, practicality.
When occupant rises, seat
rises automatically to
¾ fold position illustrated.
No pinching or tearing
hazards. Available with
tablet arm.*



American Bodiform® Upholstered Chairs **...best from every point of view!**

Unequaled for comfort, beauty, improved acoustics, housekeeping economy

School auditoriums equipped with American Bodiform full-upholstered chairs have important advantages—in beauty, maximum comfort, improved acoustics, safety, housekeeping economy. This finest, most modern auditorium seating contributes to increased attendance, helps make programs a stronger influence in community life and pride.

Full-upholstered seats with spring-arch construction, and backs with scientific, body-fitting contours, assure complete and lasting ease. Automatic, smooth, silent, $\frac{3}{4}$ safety-fold action allows more room for passing, makes for easier, faster sweeping and cleaning.

Improved acoustics result from the fact that full upholstery compensates for the emptiness of seats in

an auditorium not wholly filled with people. Student pride in these American Bodiform chairs induces respectful treatment.

A wide range of styles, colors, and upholstery materials permits harmony with any decorative scheme. Our experienced Seating Engineers will gladly assist in your planning. Write for information.



WORLD'S LEADER IN PUBLIC SEATING

American Seating Company

Grand Rapids 2, Michigan; Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation,
Stadium Seating, and Folding Chairs

Folding school TABLE



FOR SCHOOLROOM, CAFETERIA
AND OTHER ACTIVITIES

Ample leg room at both ends and sides of table. All steel chassis riveted (not screwed) to a complete $\frac{3}{8}$ " Plywood top (not just a frame) for extra ruggedness, with $\frac{1}{16}$ " Formica, $\frac{1}{8}$ " Masonite Tempered Presdwood or $\frac{1}{8}$ " Linoleum glued to Plywood, giving a smooth, hard, durable surface with no rivets showing. Aluminum molding around edge. Table folds compactly and each leg is braced securely.

Standard sizes 30" x 72" and 30" x 96".
Standard heights 30" and 29"—lower for young children.

Note—also comes with Plywood Tops only.

If It Folds—Ask Howe

HOWE FOLDING FURNITURE, Inc.
1 PARK AVENUE NEW YORK, N. Y.

PAGE FENCE—Since 1883

• AMERICA'S FIRST WIRE FENCE •



Safe!

When Page Chain Link Fence protects children on school playgrounds, parents and school officials experience peace of mind. Protection has been a major function of this sturdy, long-lasting fence for over 60 years. Consult the skilled Page Fence erecting firm near you. We will send name with fence data.

Write to **PAGE FENCE ASSOCIATION**
in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver,
Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

Your **SHORT-CUT** TO **LOWER** Darkening **COSTS!**

**PORTABLE
PAKFOLDS
SAVE...
TIME, ENERGY, DOLLARS!**

PATENTED

Now it's possible to darken any classroom . . . *efficiently and economically!* One set of PAKFOLDS serves throughout the building. Quick and simple to install, remove and store—no ladders to climb or screws to remove! *Custom-built* to fit any window—large or small. PAKFOLDS serve best . . . cost far less!

Write today for free folder and PAKFOLD cloth sample.

LUTHER O. DRAPER SHADE CO.

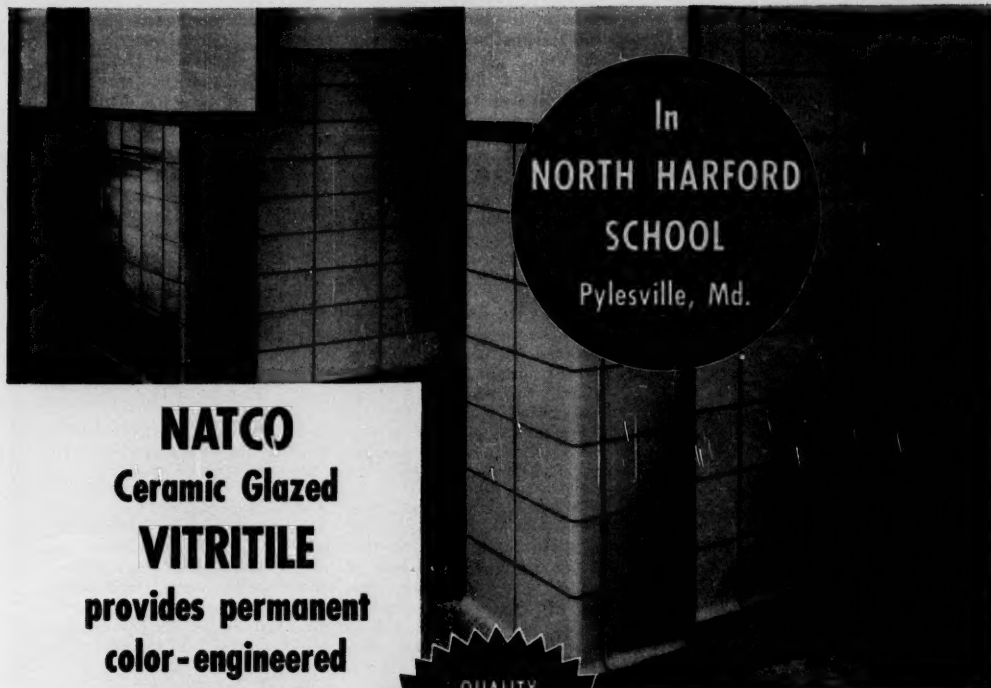
P.O. BOX 392

SPICELAND, INDIANA

AMERICAN PLAYGROUND DEVICE CO.

WORLD'S LARGEST MANUFACTURERS
OF FINE PLAYGROUND, SWIMMING POOL
AND PHYSICAL FITNESS EQUIPMENT

ANDERSON, INDIANA



In
**NORTH HARFORD
SCHOOL**
Pylesville, Md.

NATCO **Ceramic Glazed** **VITRITILE** provides permanent color-engineered interior walls

Furnished in right colors for better lighting and seeing conditions, Natco Ceramic Glazed Vitritile—*functionally correct in color*—also lowers future school budgets through lower maintenance costs, resistance to wear and tear, plus simple cleaning with soap and water. Write for additional information.

It will also pay you to write for a copy of General Catalog SA-50. It explains how other types of Natco Structural Clay Tile are being profitably used for both exterior and interior walls, for backing face brick, for floors and other types of construction, where high effectiveness and reasonable costs are important.

QUALITY
AT ITS HIGHEST
NATCO
GLAZED VITRITILE

Two views of Natco Ceramic Glazed Vitritile, 8W series, block bond construction as used for wainscots in North Harford School, Pylesville, Md. Architects Palmer, Fisher, Williams and Nes; General Contractors, Davis Construction Company; Mason Contractor, Vincent Capella.



NATIONAL FIREPROOFING CORPORATION

GENERAL OFFICES: 327 FIFTH AVENUE • PITTSBURGH 32, PA.

Branches: New York • Syracuse • Detroit • North Birmingham, Alabama
Chicago • Philadelphia • Boston • Toronto 1, Canada

"The Quality Line Since 1889"



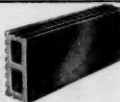
Rugle Blocks
Prevent Water Seepage
4" x 5 5/8" x 12" Nom. Size



Speed-A-Border Tile for
Backing Brick Faced Walls
12" long Varying Heights



Ceramic, Clear
Glazed Vitritile 5 5/8" x 12"
Nom. Face Size



Ceramic Glazed Vitritile
8" x 16" Nom. Face Size



Non-Loadbearing Tile, Scored
and Unscored, 12" x 12" Face
In Standard Wall Thicknesses



Buff Unglazed, Manganese
Spot, Salt Glazed, Red
Textured Dri-Speedwall Tile,
5 5/8" x 12" Nom. Face Size

What's New ...

• "How to Give Students and Budgets a Break" is the title of an illustrated folder telling the story of Armco Steelox buildings. Issued by Armco Drainage & Metal Products, Inc., Middletown, Ohio, the folder describes how these buildings can be extended easily to meet changing conditions, or dismantled and moved to a new location without loss of material. The safety features of Steelox school buildings are also discussed. (Key No. 364)

• The "Dodge 'Job-Rated' School Bus Chassis" is discussed in a booklet released by the Dodge Division, Chrysler Corp., Detroit 31, Mich. The booklet gives detailed information on engine and parts and on other features of the chassis which is designed for safety and protection, dependability and long life. General specifications are included. (Key No. 365)

• Hood Asphalt Tile is described and illustrated in full color in a new eight page catalog published by The B. F. Goodrich Flooring Division, Watertown 72, Mass. The catalog gives descriptive information on the flooring, has a color chart, suggested floor designs and installation photographs, and gives information on sundries and supplies. (Key No. 366)

• A new catalog on "Fenestra Steel and Aluminum Building Panels" has been released by Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich. The 38 page catalog contains valuable data for those interested in economical construction of schools, hospitals and other institutional buildings. Panel selection tables are provided as a guide to choice of the most economical Fenestra panel for a given need. The catalog has been revised to represent current practice and contains numerous photographs of new job installations. (Key No. 367)

• Improvements in the 1951 line of Mills Continuous Custard and Batch Ice Cream Freezers are described in Brochure No. 751 released by Mills Industries, Inc., 4100 Fullerton Ave., Chicago 39. Features include a simplified gravity feed for the Hopper Model, new type feeder and stainless steel mix pump for the cabinet model. (Key No. 368)

• A most attractive 94 page booklet has been published by Southern Equipment Co., 5017 S. 38th St., St. Louis 16, Mo., showing illustrations of installations of Southern food serving equipment. Brochure No. PL-A50 is spiral bound so that it lies flat when open and includes illustrations of school installations. (Key No. 369)

• The story of "Boston Pencil Sharpeners" is told in a folder recently released by C. Howard Hunt Pen Co., Camden 1, N.J. A chart showing a performance test on pencil sharpeners and the results is included in the folder. (Key No. 370)

• A new educational booklet, written in non-technical language, has been published by General Motors Corp., General Motors Bldg., Detroit 2, Mich., telling how the modern electric refrigerator works. Entitled "A to Zero of Refrigeration," the 93 page booklet traces the development of refrigeration from the early Chinese, Greeks and Romans, to the first production of artificial ice and the development of the modern refrigerator. (Key No. 371)

• All essential descriptive information on National heating products for institutions, homes and industries is offered in Catalog No. 586 recently released by The National Radiator Co., 221 Central Ave., Johnstown, Pa. Printed in two colors, this 20 page condensed general catalog illustrates and describes cast iron boilers for oil, coal, gas or stoker firing; steel boilers for coal, gas or oil firing; the entire line of National gas boilers; cast iron radiation; baseboard heating units, and unit heaters. (Key No. 372)

(Continued on page 182)

**ACCURATE
EASY TO INSTALL
QUICK SETTING
DEPENDABLE**



Montgomery PROGRAM TIMERS

SAVE ADMINISTRATIVE TIME

—ring bells, or other signals, automatically.

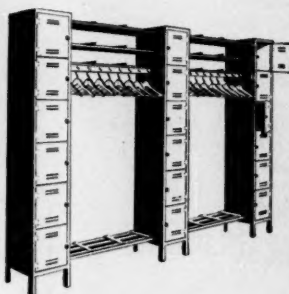
One or two circuits. Controls any number of signals. Set program schedules easily without tools. Trouble-free, self-starting. Synchronous SYNCHRON Motor. Choice of 12 or 24 hour program discs. Automatic calendar switch—silences signals nights and weekends, as desired. Manual signal operation possible without affecting pre-set schedule.

Costs less than a typewriter! Available through the better School Supplies Distributors, or write Factory for literature.

Montgomery MANUFACTURING COMPANY
OWENSVILLE 6, INDIANA
OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

The **OFFICE VALET**

**—Combines the best features
of both lockers and
coat racks**



Wraps are exposed to air and light. Students do not face the weather in damp wraps that have been crumpled in dark lockers—do not eat soggy lunches, soaked by wet hats or gloves. Each student has his own spaced coat hanger, ventilated hat shelf and 12" x 15" deep lock box for lunches, boxes, drawing instruments, etc.

Lockers save space too... the No. 6-12 (2 column) accommodates 12 people in 6 feet; the No. 9-18 (illustrated) accommodates 18 in 9 feet.

Write for Bulletin No. OL-25



VOGEL - PETERSON CO.
624 So. Michigan Ave., Chicago 5, Ill.

Speech correction . . . the modern way . . . with the

WEBSTER ELECTRIC

Ekotape recorder



Photo courtesy of Montgomery County Chapter of Crippled Children's Society, Silver Spring, Maryland.

The Ekotape recorder is easy and simple to operate...

At the Montgomery County Chapter of Crippled Children's Society, Silver Spring, Maryland, instructors are finding the Ekotape recorder a great aid in speech correction. Regular recordings are made not only to illustrate flaws in diction but also to show the progress made by pupils.

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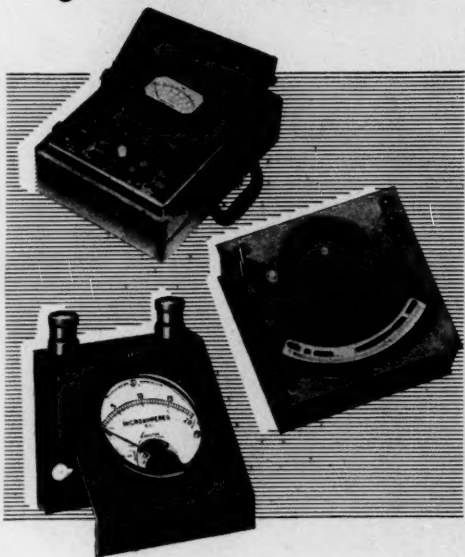
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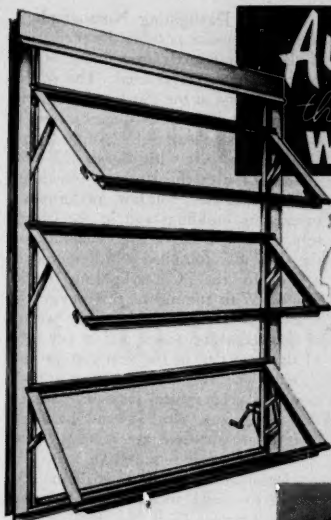
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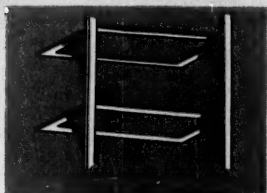
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What's New ...

Methods Manuals

"Help With Your Community's Civil Defense Communications" is the title of a new brochure issued by General Electric Co., Dept. N-5, Electronics Park, Syracuse, N.Y. Presenting typical communications systems now in use which can be coordinated into a dependable emergency communications network in any community, the brochure also describes the company's technical advisory service for civil defense radio communications. (Key No. 373)

The new John Van Range Steam Cooking Chart and Time-Table gives specific information on steam cooking of 81 items, from apples to turnips. The chart includes the number of minutes in the steamer, whether non-pressure or pressure, as well as the recommendation as to the type of pan in which the food is to be placed in the steamer. The chart is designed for those concerned with mass feeding in institutions and is available from The John Van Range Co., 401 Eggleston Ave., Cincinnati 2, Ohio. (Key No. 374)

The second edition of "Color Is How You Light It" is now available from Sylvania Electric Products Inc., 87 Union St., Salem, Mass., at 50 cents a copy.

Known as FL-420, the book is designed to enable those with lighting or decorating problems to predict how a color will look under any one of the eight colors of white light now available. The second edition includes analyses of the two new de luxe colors of fluorescent white light perfected since publication of the first book two years ago. Colors in the new book are separated into five groups of eight colors each, according to the light under which they appear most favorable. (Key No. 375)

Bulletin No. 5, "Re-Using Audio-Visual Materials," has been added to the list of five bulletins devoted to topics significant to the enrichment of learning through the effective utilization of motion pictures and other audio-visual aids. Written by Charles R. Crakes, the bulletin contains no advertising material other than the name of the sponsor, DeVry Corp., 1111 Armitage Ave., Chicago 14. (Key No. 376)

The American Ladder Institute, 666 Lake Shore Drive, Chicago 11, has published a folder on "The Right Ladder for Every Job." It is designed to familiarize the users of ladders with the right ladder for the job and to educate them in the proper use, care and handling of ladders. (Key No. 377)

The PC Daylighting Nomograph is designed to make possible the prediction of daylighting levels in a room before the building is constructed. The device was developed at the Pittsburgh Corning Daylighting Research Center and is available from Pittsburgh Corning Corp., 307 Fourth Ave., Pittsburgh 22, Pa. Through the careful study of functional glass block and window performance in existing buildings and in the laboratory under a wide variety of conditions, the data was compiled which served as a basis for the PC Daylighting Nomograph. With the aid of this device the amount of daylight which will be present at any point in a room, and at any time of day and day of the year can be predicted. The effects of building orientation and geographical location, fenestration area, sun altitude and azimuth, clouds and the like are accounted for. The information required to make the prediction can be obtained from the architect's plans and the local weather bureau records. (Key No. 378)

A how-to-do-it craft book is offered by The Borden Company, Chemical Division, 350 Madison Ave., New York 17, in the "Cascor Papercraft Projects" Book 1. Instructions for making many articles are given in detail, together with illustrations of procedure. (Key No. 379)

(Continued on page 186)



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For consultation or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 209 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.



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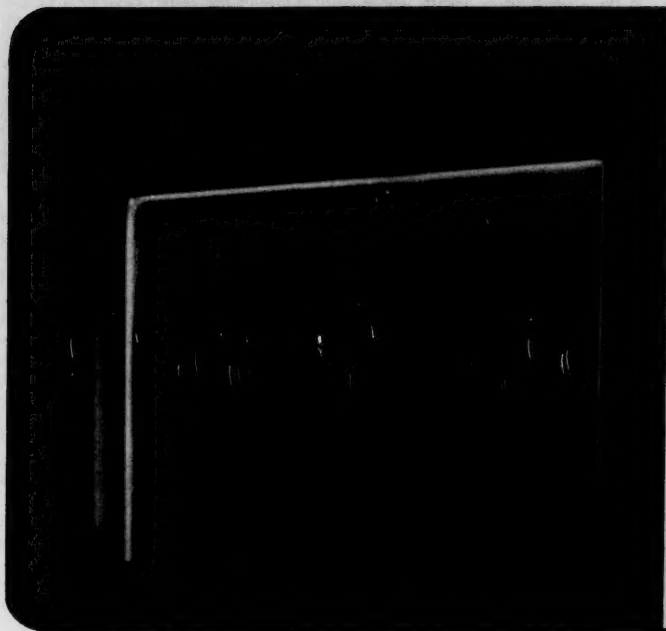
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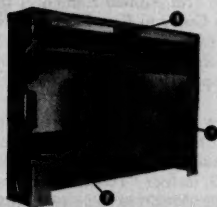
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What's New ...

"More Brilliant Projection" is the title of a new booklet concerned with the problem of assisting those using projectors to achieve more nearly perfect projection. The booklet contains up-to-date technical data presented in non-technical language and is offered by Radiant Mfg. Corp., 1204 S. Talman Ave., Chicago 8. (Key No. 380)

The 11th Annual Edition of the **Educators Guide to Free Films** is now available from Educators Progress Service, Randolph, Wis. The Guide sells at \$6 per copy. (Key No. 381)

New informative reference booklets added to those available from the Cereal Institute, Inc., 135 S. La Salle St., Chicago 3, include "Tested School and Community Breakfast Program Activities" and a teacher's source book entitled, "The Nutritional Contribution of Breakfast Cereals," edited by Dr. Clara Mae Taylor, Professor of Nutrition, Teachers College, Columbia. (Key No. 382)

Film Releases

"Islands Off the Coast of Britain," 35 mm. filmstrip, 40 frames, captioned, with study guide. **British Information Services**, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 383)

"Music In Our Schools," the third full-color sound slidefilm on music in the schools, intended primarily for showing in the sixth, seventh, eighth and ninth grades. **American Music Conference**, Dept. NS, 332 S. Michigan Ave., Chicago 4. (Key No. 384)

"Target: U.S.A.," 16 mm. sound film, color or black and white, 2 reels, showing how institutions and other large buildings must be organized, equipped and prepared to meet possible air raid emergencies. **Cornell Film Co.**, Dept. NS, 1501 Broadway, New York 18. (Key No. 385)

"The Teacher," 1½ reel film on the role of the teacher in the community, her professional and personal life and contribution to the furthering of education after extensive preparation and study. "Bali Today," historical document of typical Indonesian life, sound film. **Encyclopaedia Britannica Films Inc.**, Dept. NS, Wilmette, Ill. (Key No. 386)

"Right or Wrong? (Making Moral Decisions)," 16 mm., 1 reel, sound, color or black and white. "How to Concentrate," 16 mm., 1 reel, sound, color or black and white. "Literature Appreciation: Stories," 16 mm., 1¼ reels, sound, color or black and white. "How Effective Is Your Reading?" 16 mm., 1 reel, sound, color or black and white. "The British Isles: The Land and The People," 16 mm., 1 reel, sound, color or black and white. "Healthy Lungs," 16 mm., 1 reel, sound, color or black and white. "Let's Paint With Water Color," 1 reel, color or black and white. **Coronet Films**, Dept. NS, 65 E. South Water St., Chicago 1. (Key No. 387)

Suppliers' News

DuKane Corporation is the new name of the manufacturer of intercommunicating equipment, paging and sound equipment, sound slidefilm projectors and magnetic tape recorders sold under the DuKane brand name, and formerly known as **Operadio Manufacturing Co.** The company will remain in St. Charles, Ill. and there is no change in ownership, management, personnel or policies, according to the announcement.

The Majestic Wax Co., 2139 Blake St., Denver 2, Colo., manufacturer of **Velva-Sheen** wax-polish for floor maintenance, announces that this product, which has been sold in the Rocky Mountain area for more than 25 years, now has nationwide distribution and is available from sanitary supply distributors in all states.



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* The 1950 report of the American Hearing Society's Committee on Hard of Hearing Children revealed that *nearly one-fourth* of all pupils screened out by the old-fashioned phonographic audiometer are actually without impairment. At the same time, it showed that *pure-tone* testing discovers *more than twice as many* defective-hearing children as the phonograph method.

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home usually is money spent. So sign up today in the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy U. S. Defense Bonds now!

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457	Grassie & Berggren, C.	120	496	Rich Products	120
458	Grassie & Berggren, C.	120	497	Rich Products	120
459	Grassie & Berggren, C.	120	498	Rich Products	120
460	Grassie & Berggren, C.	120	499	Rich Products	120
461	Grassie & Berggren, C.	120	500	Rich Products	120

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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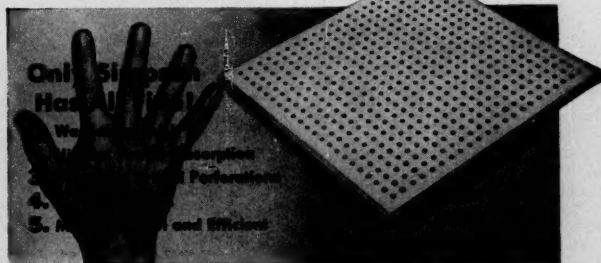
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